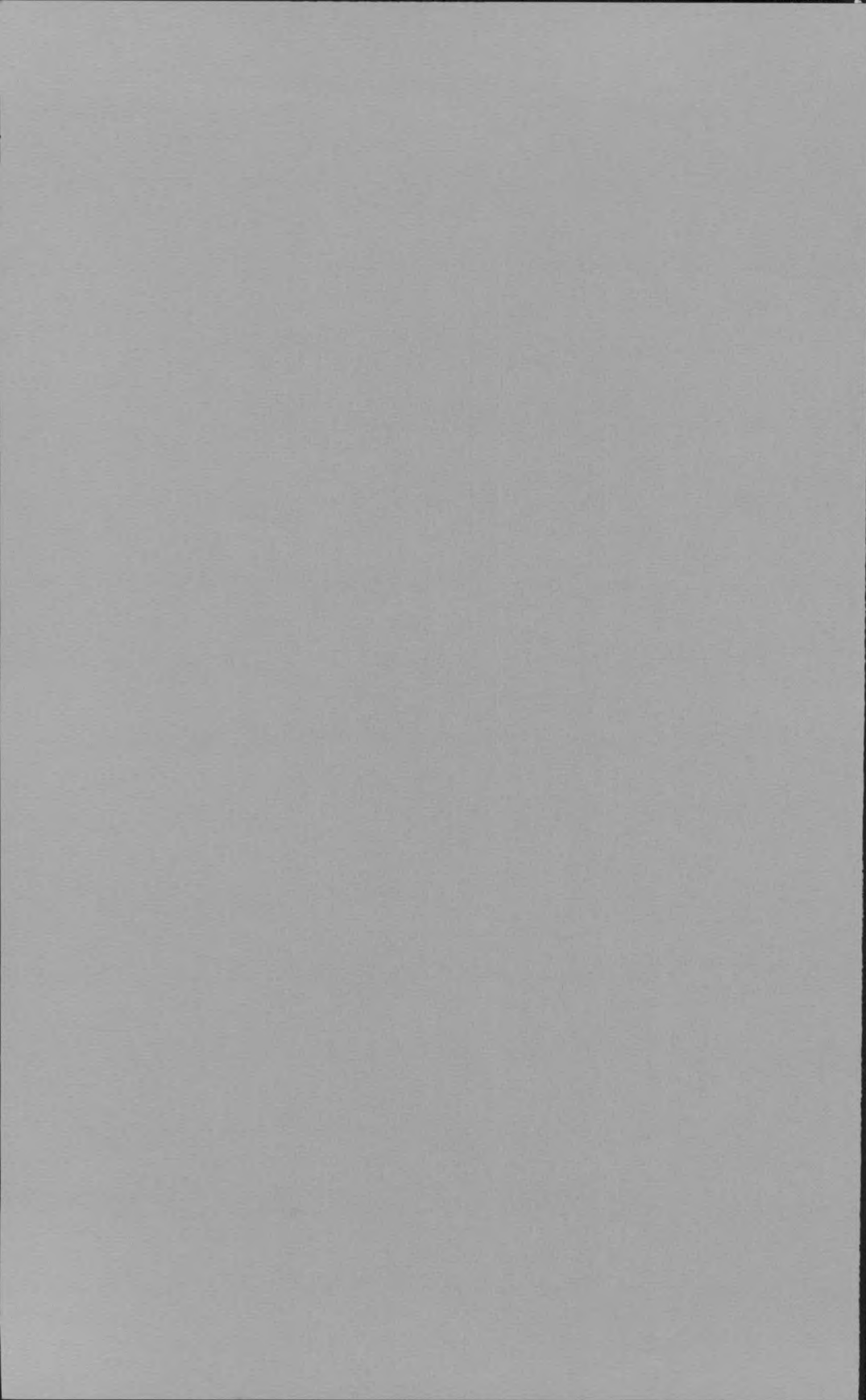


ell University Announcements



New York State School of Industrial and Labor Relations

A Statutory College
of the State University
at Cornell University
Ithaca, New York



Cornell University

New York State School of Industrial and Labor Relations

1975-76

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Cornell University Announcements

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1975-76

Cornell Academic Calendar

Registration, new students
Registration, continuing and rejoining students
Fall term instruction begins
Thanksgiving recess:
Instruction suspended, 1:10 p.m.
Instruction resumed, 7:30 a.m.
Fall term instruction ends, 1:10 p.m.
Final examinations begin
Final examinations end
Registration, new and rejoining students
Registration, continuing students
Spring term instruction begins, 7:30 a.m.
Spring recess:
Instruction suspended, 1:10 p.m.
Instruction resumed, 7:30 a.m.
Spring term instruction ends, 1:10 p.m.
Final examinations begin
Final examinations end
Commencement Day

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

Thursday, August 28
Friday, August 29
Monday, September 1

Wednesday, November 26
Monday, December 1
Saturday, December 6
Saturday, December 13
Saturday, December 20
Thursday, January 22
Friday, January 23
Monday, January 26

Saturday, March 27
Monday, April 5
Saturday, May 8
Monday, May 17
Monday, May 24
Friday, May 28

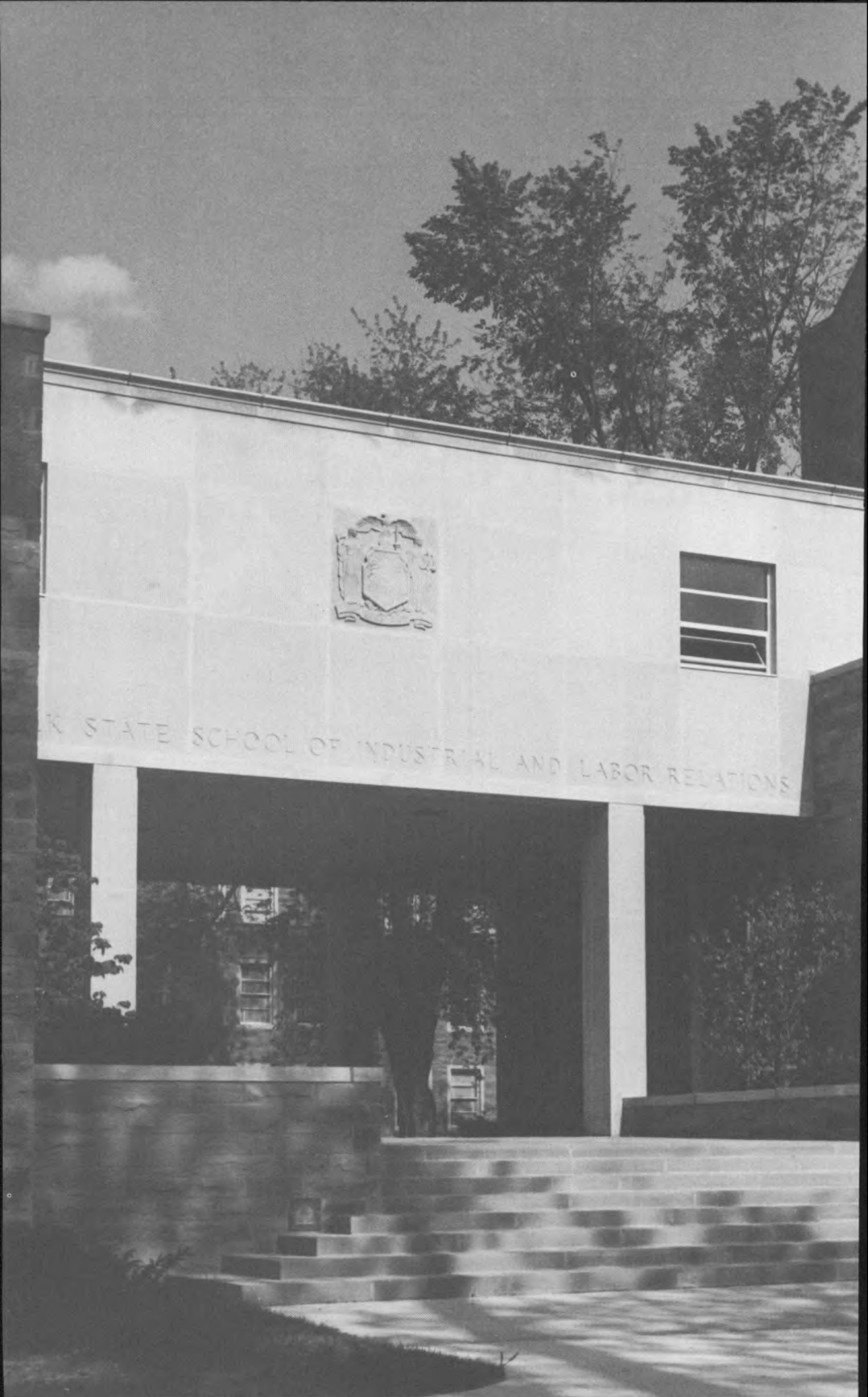
In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

Announcements

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



UNIVERSITY OF WISCONSIN STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

Cornell University

School of Industrial and Labor Relations

History and Purpose

The New York State School of Industrial and Labor Relations at Cornell University was authorized in 1944 by act of the New York State Legislature as the first institution in the country to offer a comprehensive program of professional training at the undergraduate and graduate levels in the field of industrial and labor relations. In addition to resident instruction, research and extension work were provided as integral parts of the program to fulfill the broad purpose for which the School was created.

The law under which the School functions states its objectives and purposes in the following terms:

"It is necessary that understanding of industrial and labor relations be advanced; that more effective cooperation among employers and employees and more general recognition of their mutual rights, obligations, and duties under the laws pertaining to industrial and labor relations in New York State be achieved; that means for encouraging the growth of mutual respect and greater responsibility on the part of both employers and employees be developed; and that industrial efficiency through the analysis of problems relating to employment be improved.

...it is hereby declared to be the policy of the state to provide facilities for instruction and research in the field of industrial and labor relations through the maintenance of a school of industrial and labor relations.

The object of such school shall be to improve industrial and labor conditions in the state through the provision of instruction, the conduct of research, and the dissemination of information in all aspects of industrial, labor, and public relations affecting employers and employees."

The School came into existence as a part of Cornell University on November 5, 1945, with the admission of its first group of resident students. Subsequently, the research and extension programs were initiated, and the

School moved forward to meet the responsibilities stipulated in its legislative mandate.

With the creation of the State University of New York in 1948, the School of Industrial and Labor Relations, as one of four state-supported units at Cornell University, became an integral part of the State University of New York. The School of Industrial and Labor Relations at Cornell, functioning in this broad context, offers training and research facilities in this important field to serve the needs of the state.

The School operates through four major functional divisions: (1) undergraduate and graduate resident instruction, (2) extension and public service, (3) research, and (4) publications. In each of the divisions, programs serve impartially the needs of labor and management in the field of industrial and labor relations. Professional training is provided at the undergraduate and graduate levels for young men and women who look forward to careers in labor unions, in business, in government agencies, or other areas related to the broad field of industrial and labor relations. Through the Extension and Public Service Division, instruction is offered throughout the state to men and women already engaged in labor relations activities, as well as to the general public. Closely related to the work in resident instruction and extension, the Research Division is concerned with the development of materials for resident and extension teaching and the conduct of studies in the field of industrial and labor relations. The Publications Division is responsible for the dissemination of such research data.

Professional Opportunities

Graduates of the School of Industrial and Labor Relations are prepared for positions involving industrial relations activities and enter work in related areas or undertake further professional study. The largest number of industrial opportunities is in commerce and industry, although a significant number of openings exists in government agencies and the professions.

Opportunities for college graduates in organized labor are more limited.

Students interested in careers in business and industry may be employed initially as personnel assistants, industrial relations trainees, or production trainees, and exposed to training programs of varying lengths. When previous preparation permits, they may be hired specifically to handle one or more personnel or industrial relations functions, such as employment, training, wage and salary administration, employee services and benefits, safety, labor relations, public relations, or research.

Graduates who choose to work for municipal, state, or federal government agencies may be employed in such positions as administrative assistants, personnel technicians, economists, technical aides, or research associates. These positions, for the most part, are filled through competitive civil service examinations designed for college seniors or advanced degree candidates interested in entering government service. Some graduates also may be qualified for entering the foreign service (Department of State) or for assignments with government-operated agencies such as the Tennessee Valley Authority, the Atomic Energy Commission, the National Labor Relations Board, the Public Employment Relations Board, the Department of Labor, and the Federal Mediation and Conciliation Service.

Graduates interested in work in organized labor may anticipate employment in two principal areas of trade union activity. The first of these comprises work in the line structure of the union and usually entails a substantial period of service in a local union prior to the assumption of positions of responsibility. The other area comprises the technical staff functions such as research, public relations, and educational work.

In addition to opportunities in business, trade unions, or governmental work, the graduate can find effective use for his or her training in public service agencies such as hospitals, research organizations, trade association and Chamber of Commerce work, municipal project administration, or in other allied areas.

Career opportunities are also available for those interested in teaching at either the secondary or college level. Preparation for secondary-level teaching entails completion of prescribed programs for meeting state certification and is planned in cooperation with advisers in the appropriate departments. Students interested in college teaching may use the elective credits available in the School of Industrial and Labor Relations curriculum to prepare for advanced work in any of the basic social sciences, including economics, government, history, psychology, or sociology. Similarly, following completion of the requirements for the bachelor's degree, students may prepare for

the study of law or for advanced work in other specialized fields such as business and public administration or urban affairs.

The School offers placement assistance to graduates, alumni, and students seeking summer employment.

Undergraduate Program

The undergraduate program of the School provides professional education in industrial and labor relations in which the study of technical subject matter is merged with education in supporting fields of knowledge. It also offers preparation for postbaccalaureate study in the fields of law, education, business, psychology, sociology, economics, history, political science, international affairs, and numerous new interdisciplinary graduate degree programs concerned with contemporary social, economic, urban, and political programs, both domestic and foreign. The essential characteristics of the four-year curriculum are a common exposure to a basic core of instruction in the introductory work in the field and in supporting disciplines, the completion of selected courses in advanced subjects of industrial and labor relations, and the complementation of this training with elective courses offered by the various departments of the School and other Cornell colleges. Specifically, in the area of general education, the undergraduate resident teaching program seeks to develop within the student the following:

- (a) An understanding of the manner of development of the basic institutions of Western civilization, including American ideals and institutions, and the ability to appraise them in the light of other cultures.
- (b) An understanding of the contribution of the social sciences to the development of society.
- (c) An understanding of the nature of man and the characteristics of human behavior in present-day society.
- (d) An appreciation of literature and the arts for the enjoyment and enlightenment they provide.
- (e) An ability to live and work cooperatively with other people.

In the area of professional education, the emphasis of the program is on the following:

- (a) An understanding of the values and forces, the organizations, and the customary behavior patterns in industrial and labor relations.
- (b) The ability to exercise the professional skills required for advantageous entry and progressive development in industrial and labor relations.

Members of the School faculty reflect a wide range of scholarly interests and backgrounds in industrial and labor relations. Practitioners are frequently invited to the School to

participate in instruction as guest lecturers or discussion leaders. These visitors, affiliated with government, unions, or industry, provide students with insights into the nature of current problems in the field.

The School utilizes instruction offered in the College of Arts and Sciences and in other divisions of the University in accomplishing its curriculum of prescribed and elective work. Because students have ample opportunity to take courses in other colleges and schools of the University, it is possible with careful planning to combine the course work in industrial and labor relations with concentrated work in one of the social sciences. Students who wish to take advantage of this possibility should discuss their intentions with their faculty advisers or with a counselor in the Office of Resident Instruction. Arrangements can then be made to receive guidance from a faculty member associated with the particular social science discipline.

The School maintains a counseling staff that offers both educational and personal guidance. In addition, every student is assigned a faculty adviser who will offer counsel in the selection of elective courses that will satisfy individual educational and professional goals.

Undergraduate Degree Requirements

Credit Hours

The requirements for the degree of Bachelor of Science include the successful completion of 120 credit hours. Degree candidates entering as freshmen normally spend eight terms of residence in the School. A cumulative average of C- is required to maintain good standing and to be eligible for graduation. Further explanation of this requirement is found in the section Undergraduate Curriculum, below.

Physical Education

All undergraduates must complete four terms of physical education during the first four terms of residence. Postponements are allowed only by consent of the University Faculty Committee on Academic Records and Instruction, through its representative in the Office of Resident Instruction.

Exemptions from the requirement may be made by the Committee on Academic Records and Instruction when recommended by the Cornell medical staff or because of unusual conditions of age, residence, or outside responsibilities. Students who have been discharged from the armed forces may be exempted.

For students entering with advanced standing, the number of terms of physical education required is to be reduced by the number of terms that the student has satisfactorily

completed (not necessarily including physical education) in a college of recognized standing.

The University requirement in physical education is described in further detail in the *Announcement of General Information*. The courses offered are described in publications made available to students by the Department of Physical Education and Athletics.

Undergraduate Curriculum

Sixty of the 120 hours required for the degree of Bachelor of Science consist of required courses. Twenty-four hours are allotted for ILR advanced electives to be selected from the offerings of the various departments of the School. Electives are selected in accordance with the student's particular interests in special areas within the field of industrial and labor relations. Counselors and faculty advisers offer guidance in program planning. The remaining thirty-six hours are general electives and may be taken either in the School or in other divisions of the University.

Students having achieved sophomore status may forego taking as many as two required courses in the current curriculum for which two additional ILR elective courses are to be substituted. This option applies only to those required courses at the sophomore and upper-class levels.

Industrial and labor relations courses and the required courses offered by other divisions of the University are described in the section Course Descriptions, pp. 26-46.

Required Courses

The outline of the curriculum below provides the course numbers and titles of required courses and indicates the sequence in which they should be taken. Courses followed by the abbreviation AS are offered in the College of Arts and Sciences; those followed by an HE are offered in the College of Human Ecology.

<i>Freshman Year</i>		
<i>Fall Semester</i>		<i>Credits</i>
Freshman Seminars (AS)		3
Introductory Economics (Economics 101-AS)		3
The Development of Human Behavior (HD&FS 115-HE)		3
Society, Industry, and the Individual I (ILR 120)		3
Development of Economic Institutions (ILR 140)		3
		<hr/>
		15
<i>Spring Semester</i>		
Freshman Seminars (AS)		3
Introductory Economics (Economics 102-AS)		3
Intergroup Relations: Social Conflict and Cooperation (Sociology 264-AS)		3

8 Undergraduate Program

	Credits
Society, Industry, and the Individual II (ILR 121)	3
History of Industrial Relations in the United States (ILR 100)	3
	—
	15
<i>Sophomore Year</i>	
<i>Fall Semester</i>	
Special Studies in the History of Industrial Relations in the United States (ILR 200)	3
Statistics I (ILR 210)	3
Development of American Ideals I (ILR 308*)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	—
	15
<i>Spring Semester</i>	
Labor Relations Law and Legislation (ILR 201)	3
Economic and Social Statistics (ILR 211)	3
Economics of Wages and Employment (ILR 240)	3
Development of American Ideals II (ILR 309*)	3
Elective (ILR or general)	3
	—
	15
<i>Junior Year</i>	
<i>Fall Semester</i>	
Collective Bargaining (ILR 300)	3
Economic Security (ILR 340)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	—
	15
<i>Spring Semester</i>	
Manpower and Organization Management (ILR 360)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	—
	15
<i>Senior Year</i>	
<i>Fall Semester</i>	
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	—
	15
<i>Spring Semester</i>	
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	—
	15

Recommended Out-of-College Courses

Government. American Government and Politics (Government 111 in the College of Arts and Sciences, a prerequisite to most other courses offered by the Department of Government) is strongly recommended as an elective, preferably to be taken in the sophomore year.

Mathematics. Students considering graduate work in any of the social sciences are strongly urged to take appropriate courses in mathematics, such as calculus (Mathematics 111–112 or Mathematics 107–108 in the College of Arts and Sciences).

ILR Advanced Electives

The twenty-four required ILR advanced elective credits must be selected from the upperclass or graduate offerings of the School. No more than six of these twenty-four hours may be satisfied by independent study, ILR 499.

General Electives

Thirty-six hours of general elective credit may be taken either in the School or in other divisions of the University. Undergraduates wishing to prepare for graduate work in one of the basic social sciences may use these hours to establish an informal minor in economics, government, history, psychology, or sociology. Others may choose to satisfy special interests in other disciplines such as the humanities or natural sciences. The normal allowance for electives in the endowed colleges is thirty-three credit hours. Students electing more than thirty-three hours in the endowed colleges will be billed for an additional tuition charge for each excess hour.

Dual Registration in Business and Public Administration

Dual informal registration in the Graduate School of Business and Public Administration (BPA) leading to the Bachelor of Science degree and a master's degree in business or public administration after five years of study is open to students meeting BPA requirements.

Early planning and application, preferably in the sophomore year, is desirable in order to insure meeting BPA expectations and the simultaneous completion of the ILR curriculum. Students who wish to consider double registration in the Graduate School of Business and Public Administration should communicate with the counselors in the ILR Office of Resident Instruction and the Admissions

* May be taken in the sophomore, junior, or senior year. A substitute may be arranged for American Ideals.

9 Undergraduate Program

Office of the Graduate School of Business and Public Administration, 319 Malott Hall.

Five-Year ILR M.S. Degree

With early planning, it is feasible to earn the M.S. degree in the fifth year. This program is designed specifically for those who wish to specialize in one particular area of the School for a terminal master's degree.

Students considering this program should consult with a counselor in the Office of Resident Instruction.

Junior Semester in New York City

The School is currently experimenting with a program aimed at providing students with a vivid understanding of problems in labor and industrial relations through observation and participation in "real-life" labor problem solving. A small number of selected students spend a term of the junior year in New York City in close contact with practitioners. Their activities include independent research under direction of ILR faculty and seminars drawing on field-work experience with employers, labor organizations, and government agencies in New York City.

Junior Year Abroad

A small number of students each year are granted permission to register in absentia and continue their studies at a foreign university. Although the School has no fixed program involving study abroad, students who have done this have received some credit for their course work and have found it a very rewarding experience. Students may attend a foreign university of their choosing.

Student Involvement with the Extension Division

The Extension Division provides an opportunity for undergraduates to work with the Extension staff and clientele as Extension interns. This often involves research, development of teaching materials, and participation in the Division's adult education programs.

Students on their own initiative can become involved in assisting Extension faculty in training programs and in the development of field research.

Grades

The letter scale A+ to F is used for the purposes of reporting final grades, computing averages, determining good standing, and arriving at rank in class. The system is essentially a four-point system with modifications

reflecting + and - distinctions.

A+ = 4.3
A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
D- = .7
F = .0

S-U Grades

An undergraduate may elect to receive a final grade of S (Satisfactory) or U (Unsatisfactory) in courses offering this option, either in the School or in other divisions of the University, subject to the following conditions: may be elected, if available, in ILR electives or in out-of-college electives, but not in required courses or in directed studies; registration is limited to two S-U courses per term, not to exceed four hours in any one course; degree requirements include a minimum of 105 letter-graded (A+ to D-) credits; and students must be in good academic standing.

ILR faculty members will use the following standards: U=any grade below C-, S=a grade of C- or better. A U grade is to be considered the equivalent of an F in determining a student's academic status, but will not affect his or her average. Students may not change grading systems for any course after the first three weeks of University instruction. There will be no exceptions and no appeals.

Incomplete Grades

An incomplete is a grade assigned when the course has not been completed for reasons acceptable to the instructor. It is understood that the work may be completed later and credit given. Instructors may grant an incomplete grade for a limited number of clearly valid reasons to students with substantial equity in a course after reaching a firm and definite agreement on the conditions under which the incomplete grade may be made up. ILR policy provides a maximum of two full terms in residence for removal of an incomplete. An incomplete grade not made up within this time automatically reverts to an F.

Academic Standing

Good standing requires that all of the following criteria be met at the end of each term: average of C- (1.70) for the term's work which must include a minimum of eight completed and graded credits; no failing grades in any course, including physical education; and a cumulative average of C- (1.70) for all completed terms.

At the end of any term in which students fail to maintain good standing or in which their overall academic performance is so marginal as to endanger the possibility of their meeting School and University degree requirements, their record is reviewed by the Committee on Academic Standards and Scholarships which may issue a written warning.

A student is subject to involuntary separation from the School for academic reasons at the end of any term in which one of the following occurs: (1) a student fails to establish good standing in the term following the issuance of a warning—an exception to this rule may be made if a significant improvement has been shown even though the cumulative average is still below C- (1.70), in which case an additional term on warning may be permitted; (2) a student fails to maintain an average of C- (1.70) in any term and has had any previous record of warning; (3) a student with a record of warning in any two previous terms fails to meet all good standing requirements; (4) a student fails two or more courses in one term or has a term average of D (1.00) or below.

Dean's List

A Dean's List is compiled for each of the four undergraduate classes each semester on the seventh day following receipt of final grades from the registrar. To be eligible for the Dean's List, a student must meet all of the following criteria as of that date: term average of 3.2 or better and rank in the top 20 percent of the class, a minimum course load for the term of twelve letter-graded credit hours, completion of all courses registered at the beginning of the term, and satisfaction of all good standing requirements.

Leave of Absence or Withdrawal

If a student desires to withdraw or take a leave of absence from the University, an interview should be scheduled with a counselor in the Office of Resident Instruction.

A leave of absence is granted for both medical and personal reasons generally for one semester subject to extension on request. Consideration for a leave is given to students in good academic standing. If return to the University is not within the designated period, the student will be considered withdrawn.

Withdrawal by the student means all ties with the School and University have been severed. Readmission occurs only in rare instances after a written petition has been approved by the Academic Standards and Scholarships Committee.

Study in Absentia

Students wishing to pursue study at another institution for a semester or a year with receipt of some credit toward their undergraduate degree have the opportunity to register in absentia. This refers to students studying abroad at a foreign university or studying at another American college that offers a program unavailable at Cornell. To be eligible for study in absentia, students must be in good standing and have approval for their study plans by the director of resident instruction.

Graduate Program

Through the Graduate School of Cornell University, the School of Industrial and Labor Relations offers an opportunity to study for the degree of Master of Industrial and Labor Relations (M.I.L.R.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.). Candidates for the M.I.L.R. degree study under the direction of an assigned or selected faculty adviser. M.S. and Ph.D. candidates study under the direction of a Special Committee of their own choosing. M.S. and Ph.D. students, however, may request assignment of a faculty adviser for their first term in residence.

The four-semester program for the M.I.L.R. degree is designed to provide general coverage of the field of industrial and labor relations. It is particularly suitable for students having little prior course work in the field who intend to prepare for professional work in business, government, labor organizations, or other institutions. Students who have already developed a specific interest and whose academic background is adequate for concentrated work may improve their knowledge through the M.S. program which provides for specialized work in a major and minor subject and requires the preparation of a thesis. Work leading to the Ph.D. degree is designed to give the candidate an opportunity to become particularly competent in the chosen major and minor subjects and to acquire proficiency in the methods of research and scholarship of the field.

Applicants for any of the degrees described above may occasionally be recommended for admission as *provisional* candidates. Provisional candidacy is appropriate where it is initially difficult to appraise the qualifications for candidacy but where there is promise of ability to complete the program successfully. For the terms under which applicants may be admitted to provisional candidacy, consult the *Announcement of the Graduate School*.

When staff and facilities are available, a limited number of persons may be admitted as *noncandidates* for a period of not more than two terms of residence. Noncandidate status is designed for those who wish to supplement

academic or work experience with advanced training. Admission of noncandidates depends in each case on the merits of the applicant's proposed program of study and evidence of an ability to benefit from it.

Detailed requirements for the degrees of Master of Science and Ph.D. are described in the *Announcement of the Graduate School*. Certain of the general requirements for these degrees are described below. The School of Industrial and Labor Relations, with the approval of the Graduate School, administers the program, leading to the M.I.L.R. degree. Requirements of this program are described below.

Graduate Degree Requirements

Residence

Residence is calculated in terms of residence units: one residence unit corresponds to one regular academic term of full-time study satisfactorily completed.

A minimum of two units of residence for a master's degree and six units of residence for a Ph.D. degree has been established by the Graduate School. For the Master of Industrial and Labor Relations degree four units of residence are required. It is possible for a candidate possessing a law degree to obtain an M.I.L.R. degree in two semesters.

Candidates in the Field of Industrial and Labor Relations normally do not earn residence credit during the Summer Session because of the limited program offered in that period. *More than the minimum period of residence may be required for any of the graduate degrees, depending on the adequacy of prior preparation, academic performance, and other conditioning factors. This is particularly likely in the case of graduate students whose native language is not English.*

Master of Industrial and Labor Relations

A candidate for the degree of M.I.L.R. follows a program of study designed to fulfill the requirements outlined below. In planning the program of study to meet the requirements, the candidate is aided by his or her faculty adviser and may arrange a program to permit flexibility in the sequence of courses and seminars. Four terms of study in residence and the completion of fourteen courses or seminars are required. In addition to the formal requirements, candidates will in many instances want to spend time on special reading or informal study and will be encouraged to do so with appropriate relation to interest, prior preparation, and objectives.

Candidates are required to complete Requirement A, which consists of the nine basic courses that follow.

ILR 700 Collective Bargaining I
ILR 701 Labor Relations Law and Legislation
ILR 702 Labor Union History and Administration
ILR 710 Economic and Social Statistics
ILR 720-721 Organizational Behavior I and II
ILR 740 Labor Economics
ILR 741 Social Security and Protective Labor Legislation
ILR 760 Manpower and Organization Management

Candidates may request exemption from a basic course by demonstrating competence satisfactory to the department concerned. If exemption is granted, the student should select other courses or seminars in consultation with an adviser to complete this portion of the M.I.L.R. requirement. Law school graduates may be exempted from ILR 701 if they have already taken an equivalent course in law school.

Requirement B requires that each candidate complete satisfactorily five seminars or courses, either from within the School or elsewhere in the University, as determined in consultation with a faculty adviser. This requirement is waived for law school graduates assuming the law school program to be equivalent to the M.I.L.R. requirement of five elective courses.

Master of Science

A candidate for the M.S. degree works under the direction of a Special Committee composed of two members of the faculty. For the degree of M.S., selection of the major subject is made from the list given below. The minor subject may be selected either from this list or from other subjects in the University approved by the Graduate School for major or minor study. The specific program to be taken by a candidate will be arranged with the approval of the candidate's Special Committee. The Special Committee may, for example, require the candidate to display competence in a foreign language if the major or minor subject is international and comparative labor relations. In addition to courses and seminars available in this School, candidates may select offerings from other divisions of the University. The candidate must also complete an acceptable thesis. The thesis is ordinarily written in the candidate's major field under the direction of the chairman of his or her Special Committee.

Doctor of Philosophy

A student in the Ph.D. program works under the direction of a Special Committee of three members of the faculty. This Special Committee, in consultation with the student, provides the structure within which graduate education at Cornell proceeds, with only a minimum of regulation by the Graduate School and the Field of Industrial and Labor Relations.

The Graduate School requirements include:

1. six units of residence credit at graduate level
2. satisfactory work in the major and minor subjects, as determined by members of the Special Committee
3. successful completion of the examination for admission to Ph.D. candidacy, to be taken before the start of the seventh unit of residence
4. submission of an acceptable dissertation.

Requirements of the Field of Industrial and Labor Relations include:

1. completion of a master's degree program prior to admission to the doctoral program except for direct admission in cases of unusual promise
2. a qualifying examination before the end of the first semester in doctoral status for the purpose of reviewing the candidate's academic preparation and to determine a course of study
3. selection of one of the two required minors outside the Field of Industrial and Labor Relations
4. acquisition of teaching experience during graduate study.

The detailed planning of the program, including course work and the dissertation, requires careful consultation between candidates and their Special Committees. The system of graduate studies at Cornell is highly flexible so that every program can be tailored to fit individual needs within the framework of established requirements.

The candidate is advised to consult the *Announcement of the Graduate School* for further details concerning the requirements for the above degrees.

M.S. and Ph.D. Major and Minor Subjects

Candidates for the M.S. and Ph.D. degrees who propose to major in industrial and labor relations must select a major area of specialization from the six subjects listed below. The area of industrial and labor relations problems is available only as a minor for candidates majoring in fields outside industrial and labor relations.

Candidates for M.S. and Ph.D. degrees are expected to engage in a considerable amount of independent study. The following requirements of the different subjects for majors and minors should, therefore, be regarded as minimum expectations and as a basis for further investigation.

Collective Bargaining, Labor Law, and Labor History

For a Ph.D. major, the candidate must show

proficiency in the following areas of knowledge: (1) history of the labor movement and collective bargaining in the United States; (2) history of unionism and labor relations in major industries; (3) theories of labor unionism and collective bargaining; (4) structure, government, administration, and activities of the labor movement and of major national unions; (5) structures, procedures, practices, and major issues in collective bargaining; (6) federal and state legislation, and leading cases in labor relations law; (7) the methods and implications of different forms of dispute settlement, both private and governmental; (8) history and problems of labor movements and labor relations in other countries; and (9) bibliography and major sources of information in collective bargaining and labor unionism.

For a Ph.D. minor (1), (3), (4), (5), (6), and (7) are required.

For an M.S. major (1), (4), (5), (6), and (7) are required.

For an M.S. minor (1), (4), and (5) are required.

Economic and Social Statistics

For a major in this subject, candidates must show (1) thorough understanding of the principles of statistical reasoning, including such mathematical statistics as is necessary for their development; (2) proficiency in the use of statistical methods and in the processing of statistical data; and (3) competence in applying the proper statistical tools of analysis to a specific topic in economics or social studies.

For a minor, the required knowledge and competence are less advanced than for a major.

International and Comparative Labor Relations

This subject is concerned with (1) the development and current role of labor movements in countries in various stages of industrialization and the economic, political, and social context influencing their respective labor organizations; (2) the development of an industrial labor force in the context of social and cultural changes including rural-urban migration; (3) similarities and diversities in systems of labor-management relations at different stages of economic development; (4) employment, wage, and economic security problems, especially in countries undergoing rapid economic change; and (5) national and international organizations having special interests in international labor questions.

In addition to attaining, through comparative study and other methods, a basic knowledge of the foregoing matters, students electing this subject are expected to acquire a thorough knowledge of labor problems in one specific country or area other than the United States.

Ph.D. candidates will be required to demonstrate a speaking and reading knowledge in one foreign language.

Labor Economics and Income Security

Study in this subject involves analysis of the labor force, labor markets, wages and related terms of employment, income distribution, unemployment, health and safety in industry, superannuation, and private programs and legislation designed to meet income and employment problems.

For a major in this subject, the candidate must demonstrate (1) comprehensive knowledge of historical development and current issues in the area of employment and income; (2) skill in quantitative and qualitative analysis of economic, political, social, and administrative problems in this field; (3) knowledge of the significant legislation dealing with income, employment, and employee welfare; (4) detailed acquaintance with the literature and sources of information in the field; and (5) familiarity with income and employment problems and related legislation in selected foreign countries.

For a minor, (2) and (3) are required.

Manpower Studies

Major competence in this subject requires a knowledge of (1) historical and legislative foundations of various public manpower programs in the area of training, retraining, manpower planning, employment opportunity, mobility, and compensation; (2) the nature of the manpower or personnel function within work organizations; (3) educational methods and principles of learning, as well as the system of public and private educational resources relevant to manpower development and allocation; (4) systematic information about jobs, technology, and organizational structure, especially, as they relate to career opportunities facing different elements in the labor force; (5) economic analysis of manpower problems in both planning and evaluation stages of programs and their analysis at the level of the firms; and (6) research methods appropriate to the investigation of economic and organizational aspects of manpower problems.

Minors in the department are expected to meet the requirements in (1), (2), (4), and either (3) or (5) above.

Organizational Behavior

The subject matter of this field involves analysis of human behavior in organizations. The program of study reflects behavioral science disciplines with emphasis on organizational problems. Analysis and study focus on individual human behavior, organizations in society, and industrial society. Candidates majoring in

this subject must demonstrate (1) a knowledge of the fields basic to understanding individual and social behavior and theories of organization, and (2) an ability to isolate issues worthy of research to identify and locate relevant studies or other sources of information, and independently to develop and conduct additional research. For those who intend to pursue a Ph.D. degree, a departmental examination is administered upon completion of two semesters of study.

For a minor, the required knowledge and competence are less advanced than for a major.

Industrial and Labor Relations Problems

Available only as a minor to graduate students in fields of study other than industrial and labor relations. A candidate for an advanced degree must have a general understanding of the subject matter in the field of industrial and labor relations. In order to prepare for a minor in this field, candidates will normally complete three to five courses in accordance with a program approved by their Special Committees.

Course Offerings

Graduate courses, numbered 600-900, are listed in the section Course Descriptions, pp. 26-46. Undergraduate courses may form an appropriate part of the graduate student's program; hence attention is directed to industrial and labor relations undergraduate offerings described on those pages. Graduate students in the Field of Industrial and Labor Relations may also enroll in courses and seminars offered in other Fields of the Graduate School. (Graduate School *Announcements* are listed on the last page of this publication.)

Admission

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national origin, or sex.

Special Opportunity Programs

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to low-income minority students and others meeting program guidelines. Special programs exist to aid in increasing representation of students from minority groups in New York State who historically have been underrepresented in higher education. For details, prospective students should consult the *Guide for Candidates* which accompanies each

undergraduate application or will be sent upon request by the Office of Admissions, 247 Day Hall, Cornell University, Ithaca, New York 14850.

Undergraduate Applicants

Completion of sixteen secondary school entrance units is required as minimum academic preparation. The sixteen units should include at least four units of English. The remaining twelve units may include subjects chosen from the following college-preparatory high school disciplines: foreign language (ancient or modern), mathematics, science, or social studies (including history).

If at the time of proposed entrance to Cornell students no longer connected with a high school have the equivalent of one semester or more of college work, they will be considered as transfer candidates. An exception is that high school students who graduate at midyear and pursue a college program for the remainder of that academic year will be considered as freshman candidates—with consideration for advanced standing credit as appropriate—and freshman application deadlines apply.

In addition to academic preparation, applicants are expected to present the following personal qualifications: the ability to work with others, the capacity to assume leadership in promoting cooperative relationships, intellectual and social maturity, and a high level of academic motivation. Work experience, full- or part-time, is also given consideration in the selection process.

An interview with members of the School's Selection Committee is an important part of the applicant's total evaluation. Interviews for freshmen are usually arranged to take place in December and February in New York City for applicants from the metropolitan area, and on campus in March for applicants from other areas. Applicants are notified in advance of their interview appointment. The interview requirement may be waived on applicant request to the director of the Office of Resident Instruction.

The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Program (ACT) tests are required of all applicants. Applicants presenting the SAT are also required to submit scores on the Achievement Tests in English and in Mathematics (Level I or II).

The School follows the admissions procedure of Cornell University as described in the *Announcement of General Information*, which may be obtained by writing to Cornell University Announcements, Day Hall, Ithaca, New York 14850. Official application blanks can be obtained from the University Office of Admis-

sions, 247 Day Hall. Application materials are usually not available until August of the year preceding the year of desired admission.

Every applicant is required to submit a 500-word statement (preferably typewritten) indicating the nature and basis of his or her interest in the field of industrial and labor relations. Freshmen matriculate in the fall term only. Candidates should submit applications before January 1 and no later than January 15.

All freshman applicants are notified in mid-April of acceptance or refusal.

Informational Visits

Admissions counselors welcome informational visits to answer questions about admission requirements and application procedures, and the appropriateness of the curriculum for satisfying individual educational and professional interests. Although appointments are not required, prospective applicants are urged to write, in advance, to the Chairperson, Selection Committee, 101 Ives Hall, Cornell University, Ithaca, New York 14850. Office hours for informational visits are Monday through Friday, 9:00 a.m.–4:00 p.m. The office is closed on Saturdays.

An informational visit does not take the place of the required interview scheduled for each applicant (see section on Undergraduate Applicants), after application materials have been submitted.

Deferred Admission

Students admitted to the School who wish to delay admission for a semester or a year should write to the chairperson of the Selection Committee, explaining the reason for deferral. All requests will be considered individually. If delayed admission is granted, the student is required to pay a matriculation fee of \$50, thus reserving a place in the entering class.

Advanced Placement and Credit

Prospective entering freshmen who have taken college-level courses in a secondary school have the opportunity to qualify for advanced placement (and sometimes for advanced standing credit) in these areas of study: biology, chemistry, English, classical and modern languages, mathematics, music, and physics.

In general, those who wish to be considered for advanced placement or credit should plan to take the appropriate advanced placement examination(s) of the College Entrance Examination Board. Some of the departments in which the subjects listed above are taught offer their own examinations at entrance as an alternative or supplementary method for determining advanced placement or credit.

Details about this program are contained in a leaflet entitled *Advanced Placement of Freshmen at Cornell University*, available on request from the University Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850.

The College Proficiency Examination Program (CPEP) and the College Level Examination Program (CLEP) will be considered for credit on an individual basis by the appropriate departments.

Freshman Summer-Start Program

A special program is available for selected incoming Cornell freshmen who wish to begin their college careers in the summer. The program consists of two six-week courses and of special lectures and tours provided by the faculty. Students will live together in a dormitory with resident counselors in a situation intended to provide informal association with faculty members.

The advantages of this early-start program are many and will vary from student to student; but basically, the program enables a student to adapt to college life; to make friends and meet faculty in the informality and small classes of the Summer Session; to get a head start in a probable major and move into sophomore-level courses in the fall; to pursue a few new subjects the student would enjoy exploring; to learn a language; to work toward an accelerated B.S.; or simply to study at Cornell while the campus is uncrowded and the natural attractions of the Ithaca area are at their most inviting.

Additional information and application forms may be obtained from the office of the Division of Summer Session and Extramural Courses, 105 Day Hall, Cornell University, Ithaca, New York 14850.

Special Students

The School welcomes applications from practitioners in the field of industrial and labor relations who wish to study on campus. Work experience with labor organizations, industry, or government is given serious consideration in determining special student admission. Other evidence of competence to undertake college-level work, including some testing, provide additional criteria for admission. Special students are admitted for a term or a year during which time they register in regular course work carrying full college credit that may be applied toward satisfaction of degree requirements, providing that the achievement level recommends transfer to degree status. Special students select courses from offerings at the graduate or undergraduate level on the basis of their professional interests, experience, and academic background.

Special students are admitted in the fall and spring terms, and applications are expected to be submitted before November 15 for the spring term and March 15 for the fall term.

Foreign Students

All foreign students except Canadians are initially admitted to the School as special students in the fall term only. In rare instances, when foreign students have studied at an American University for a minimum of one year and hold an official college transcript, they may be considered transfer students. For further information on transfer procedure, see the section Transfer Students, below. Additional information about the admission of foreign students is available on request to the Office of International Students, Barnes Hall, Cornell University.

Transfer Students

Although admission preference is given to well-qualified graduates of two-year State University of New York colleges, consideration is given to applicants following two terms of residence at any two-year or four-year institution. Only in rare instances, is transfer effected following a single term.

Candidates must submit official transcripts from all institutions previously attended. Grades of Pass-Fail or S-U should be accompanied by instructor evaluation in terms of letter or decimal grade equivalents. Secondary school records, the 500-word essay, and results of the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Testing Program tests are also required of transfer applicants. Achievement Test scores are not required unless the applicant has had less than one year of college. Transfer applicants are expected to have completed course work in the social sciences at A or B level and to present an overall record for all completed college courses at B level or higher.

A personal interview is recommended but not required. Applicants will be invited to the campus for an interview during the month of December or a meeting will be arranged in New York City for spring term admission. Interviews for the fall term are conducted on campus during the month of May.

Candidates for the fall term should submit applications no later than March 15. Applications for spring term admission must be submitted before November 15. Final review of applications is not begun until grades for the term of current enrollment have been submitted to the Selection Committee. Decisions are usually made in early January for spring term admissions, and in June for September admissions.

Earlier decision can be made on applicant request. If decision is desired before the end of the current term, midterm grades or faculty evaluations for all course work in progress will enable the Selection Committee to make a provisional decision.

Up to sixty transfer credits will be accepted for course work completed at or above C-level at other accredited two-year or four-year colleges. Cornell credits taken in residence on the Ithaca campus are acceptable at the minimum passing grade of D-. Transfer students are required to complete a minimum of four terms of residence in the School. Questions concerning the granting of transfer credit should be directed to the School's Office of Resident Instruction, 101 Ives Hall, Cornell University, Ithaca, New York 14850.

Visiting Students

Qualified students who are baccalaureate degree candidates from other universities, and who wish to pursue a course of intensive study in the field of industrial and labor relations, can be considered as visiting students for a term. Visiting students are expected to take their total load of five courses in the School of Industrial and Labor Relations, and to follow the same application procedures as transfer students (see above).

Graduate Applicants

Admission to graduate standing is determined by the Graduate School. Application forms should be requested from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. For fellowship consideration, completed applications should be returned to the office of the dean of the Graduate School by February 1 for September admission and by November 1 for January admission. Later applications are acceptable although the possibility of admission is somewhat reduced.

Candidates for advanced degrees in the Field of Industrial and Labor Relations are recommended to the Graduate School based on previous academic preparation, capacity for graduate study, and professorial recommendations.

Candidacy for the master's degree is normally open to students who have had preparation in one or more of the social sciences at the undergraduate level in order to permit effective concentration at the graduate level. Students whose prior exposure to the social sciences has been limited may be obliged to undertake some preparatory study before beginning advanced work in industrial and labor relations.

An applicant for the Doctor of Philosophy program should have had previous academic

training in the social sciences with emphasis in one or more of the following fields: anthropology, economics, government, history, industrial relations, education, labor problems, personnel management, psychology, sociology, or statistics. Candidates are normally accepted for the doctoral program only if they have completed a master's program or its equivalent in postgraduate work. Applicants who have exceptional academic qualification and are able to present evidence of outstanding research ability may apply for direct admission to doctoral study.

Applicants must submit the results of the Graduate Record Examinations Aptitude Test. Similar tests, for example, the Graduate Study in Business Test, and the Law Aptitude Test, may not be substituted. Information concerning times and places of the Graduate Record Examination may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey 08540. Applicants should ensure that the Graduate Record Examination is completed well in advance of the application period since results are not available for at least a month after completion of the test. For either fall or spring admission applicants, the test given in the preceding fall is strongly recommended. Applicants who wish to compete for fellowship or scholarship awards should complete these tests in October.

Applicants whose first language is other than English are not required to take the Graduate Record Examination. They are required, however, to submit either results of the Test of English as a Foreign Language, administered by the Educational Testing Service, Box 955, Princeton, New Jersey 08540, or the Michigan English Language Test by arrangement with the English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.

For further information, students should consult the *Announcement of the Graduate School*.

Expenses

Undergraduate Tuition and Fees

For the undergraduate student who is a resident of the state of New York at the time of registration for any term, tuition is \$750 a term. For out-of-state students, tuition is \$1,050 a term. Tuition is payable at the beginning of each term.

An application fee of \$20 must be paid at the time an application for admission is submitted.

A registration fee of \$50 must be paid after the applicant has received notice of provisional acceptance. This fee covers matriculation charges and certain graduation expenses and establishes a fund for undergraduate and alumni class activities. The deposit is not refundable.

A matriculated student desiring to register after the close of registration day must first pay a \$10 fee.

Graduate Tuition

Tuition for graduate students whose major field of study is industrial and labor relations (a state-supported division of the University) amounts to \$850 an academic term. Tuition is payable within the first ten days of each term.

For further information concerning payment, refunds, and other fees, graduate students should consult the *Announcement of the Graduate School*.

The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Living Costs

Living costs cannot be stated with the same degree of certainty as regular University charges since they depend to a great extent upon the individual's standard of living.

Recent estimates for undergraduates indicate that an all-inclusive budget covering board, room, fees, books, laundry, and some allowance for clothing, travel, and incidentals, is approximately \$3,750 for single students who are residents of New York State and approximately \$4,350 for nonresidents.

Estimates for graduate students indicate that single students spend approximately \$4,000 per academic year. Married students, of course, should expect proportionately larger expenses.

Financial Aid

Undergraduate Aid

Financial aid is provided by both the School and the University on the basis of academic achievement and need. Every effort is made by means of grants, loans, and work programs to enable promising students to undertake study at Cornell and to assist qualified students in residence to complete degree requirements.

A financial aid application accompanies each application for admission. It is to be completed by each freshman candidate who wishes to be considered for financial assistance (scholarships, loans, jobs). In addition, a College Scholarship Service Parents' Confidential Statement (forms obtainable from secondary schools) should reach Cornell at about the same time as the application for admission and the application for financial aid.

Candidates who apply for financial aid after January 15 will be at a serious disadvantage because of the financial aid selection process.

New York State residents can obtain informa-

tion about New York State awards (Scholar Incentive Program, Regents Scholarships, and loans) from their high school principals and/or guidance counselors or from the Regents Examination and Scholarship Center, State Education Department, 99 Washington Avenue, Albany, New York 12210.

Students registered in the School should address their requests for further information about the School-administered financial aids (listed below) to the Office of Resident Instruction, 101 Ives Hall, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850.

Financial Aid for Transfer Students

Grants-in-aid are made available to a limited number of incoming transfer students by both the University and the School. Preference for these grants is awarded to graduates of two-year and community colleges. Financial assistance for students transferring to Cornell from four-year colleges is extremely limited. In most instances such aid will be in the form of loans and/or job opportunities, at least for the first year in residence.

The Parents' Confidential Statement should be sent directly to the Office of Scholarships and Financial Aid, 203 Day Hall, by March 1 for fall term admission and by December 1 for spring term admission.

After one term of study within the School, students are eligible to apply for financial assistance. Aid is granted on the basis of financial need and academic record.

New York State Scholarships

New York State offers various types of financial assistance to qualified college students who are state residents. It is very important that students seeking such aid obtain full information and meet each application deadline promptly.

New York State Guaranteed Loans. Inquiry should be addressed to the New York Higher Education Assistance Corporation, 50 Wolf Road, Albany, New York 12205, or to any local participating bank.

Regents College Scholarships for Undergraduates. Candidates should seek directions from their high school principals and/or guidance counselors.

Scholar Incentive Program. Applications should be filed before August 1 for the following academic year. *Annual* application is required.

Freshman Scholarships

The Gulf Oil Corporation Honors Scholarship Program was established to help outstanding

young people attend college regardless of their financial circumstances and to encourage study in fields eventually qualifying them for employment in the business world. The four-year scholarship offers not less than \$500 and not more than \$1,500 annually. Awards are made on the basis of (a) academic achievement, (b) financial need, and (c) leadership qualities, good character, and the ability to get along with others.

The Father William J. Kelley, O.M.I. Memorial Scholarship was established by Local Union No. 3 of the International Brotherhood of Electrical Workers, AFL-CIO, in honor of Father William J. Kelley, O.M.I., and is maintained by The Educational and Cultural Fund of the Electrical Industry. A four-year scholarship of \$1,500 per year is awarded annually on the basis of academic achievement and professional promise. Sons or daughters of the employees of the electrical industry are eligible to apply.

The Martin T. Lacey Memorial Scholarship was established by the New York City Central Labor Council, AFL-CIO, as a tribute to Martin T. Lacey, late president of the AFL Central Trades and Labor Council of Greater New York and Vicinity. It offers \$4,800 in alternate years granted throughout a four-year period through completion of the B.S. degree, to a qualified son or daughter of a member of a local union affiliated with the New York City Central Labor Council.

The Ed. S. Miller Scholarship was established by the Hotel and Restaurant Employees and Bartenders International Union, AFL-CIO, in 1964. It is open to qualified members, or sons and daughters of members of the International Union. A four-year scholarship of \$2,000 per year is awarded in alternate years to a candidate from the Union's Eastern Scholarship zone, consisting of all states lying east of the Mississippi River; in Canada, the Provinces lying east of the Manitoba River; and the Commonwealth of Puerto Rico.

The Michael J. Quill Scholarship was established by Local Union No. 100 of the Transport Workers Union of America, AFL-CIO, in 1964 in honor of Michael J. Quill. It is open to qualified sons or daughters of members of Local 100. Tenure is for four years with an award of \$1,900 or \$2,500 (depending on residency) for the first year and \$1,500 or \$2,100 per year for the remaining three years to completion of the Bachelor of Science degree requirements.

The United Transportation Union Scholarship was established by the BRT Scholarship Assistance Inc. In 1969 a new union was formed by the merger of the Brotherhood of Locomotive Firemen and Enginemen, the Switchman's

Union of North America, the Order of Railway Conductors and Brakemen, and the Brotherhood of Railroad Trainmen. It is open to qualified sons, daughters, grandchildren, or legal wards of members of the United Transportation Union or its Ladies Auxiliary. The four-year scholarship of \$500 per year is awarded annually.

Grants-in-Aid

The Alcoa Foundation Scholarship provides \$750 to an ILR undergraduate. It is awarded on the basis of financial need and interest in the field of industrial and labor relations. Preference will be given to juniors and seniors who have completed a term in residence.

The Daniel Alpern Memorial Endowment Scholarship Fund was established in 1946 by Mr. and Mrs. Harry Alpern in memory of their son Daniel J. Alpern. It is supported by the Alpern Foundation and friends of the Alpern family. Varied grants, maximum \$400 annually, are made on the basis of scholarship and need to undergraduate students who have completed at least one term in residence.

Lawrence A. DeLucia Grant Fund was established by an alumnus of the School and provides varying amounts to undergraduate members of minority groups in the School of Industrial and Labor Relations. The general criteria are academic excellence and financial need.

The Frank J. Doft Memorial Fund was established in 1948 by Elliot B. Doft '48 in memory of his brother, Frank J. Doft. Varied grants, maximum \$400 annually, are made to undergraduate students who have completed at least one term in residence. Awards are made on the basis of scholarship and need, with preference given to the physically handicapped.

The Barnett P. Goldstein Memorial Scholarship is the gift of Morris Goldstein '26 in memory of Barnett P. Goldstein. Varied grants, maximum \$100 annually, are made on the basis of scholarship and need to undergraduates who have completed at least one term in residence.

The Louis Hollander Scholarship Fund was established in 1965 through the efforts of members of the Amalgamated Clothing Workers of America, AFL-CIO, in honor of Louis Hollander, who has long been active in union work and who has served as a trustee of Cornell University representing labor. Varied grants, maximum \$500 per year, are made to undergraduate students who have completed at least one term in residence. Awards are made on the basis of (a) scholastic standing, (b) high ideals of service to humanity, and (c)

need for assistance. Preference is given to children of laboring and/or union-member families.

The Industrial and Labor Relations Scholarships are open to undergraduates in the School who have completed at least one term in residence. Varied grants, maximum \$400 annually, are awarded on the basis of scholarship and need.

International Student Textbook Fund provides varying amounts, awarded on the basis of need to foreign students for purchase of textbooks.

The Bernard P. Lampert ILR Alumni Scholarship Fund is a memorial to the first president of the ILR Alumni Association and is supported by alumni contributions. Varied grants, maximum \$400 annually, are made to undergraduate or graduate students who have completed at least one term in residence. Awards are made on the basis of (a) scholarship, (b) need for assistance, and (c) promise of making a contribution to the field of industrial and labor relations.

The Theodore S. Lisberger Memorial Scholarship was established by the family and friends of the late Theodore S. Lisberger. Varied grants are made to graduates or undergraduates studying in the field of human relations on the basis of academic promise and performance or ability in research, and financial need. Preference is given to qualified candidates who have had work experience in industry.

The Eric Polisar Memorial Fund was established by friends, students, and colleagues as a tribute to the late Professor Polisar. Awards, of varying amounts, are made to students wishing to undertake research in public employment, minority rights, urban affairs, or race relations.

The Michael J. Quill Grant Fund provides varying amounts, awarded on the basis of academic achievement and financial need, to students who have completed at least one term in residence, with preference for children of trade union families.

The Marian Donahue Tolles Memorial Endowment Scholarship Fund was established by the family and friends of Marian Tolles, to encourage and assist able and promising young people who want to study industrial and labor relations. An award will be made each term to an incoming transfer student or students with preference given to students from two-year colleges who have completed at least one year of study at the junior college level. Academic qualification, need, and promise for making a contribution to the field of industrial

and labor relations will be considered. The amount of the award will depend upon need and availability of funds.

The New York State Two-Year College Transfer Scholarship provides three \$1,000 scholarships annually to associate degree holders from New York State two-year colleges. These scholarships are renewable depending upon normal progress, in good standing, toward the baccalaureate. Initial awards will be concomitant with notice of admission to the ILR School. Curricular interest, academic achievement, and financial need will be used to determine the recipients.

The John F. Wegman Foundation Scholarship in Industrial and Labor Relations provides grant-in-aid to able and needy students who are candidates for the undergraduate degree in the School. The fund reflects the interest of the Wegman Foundation in promoting harmonious relations between industry and management in New York State and in offering encouragement and assistance to young people who plan to prepare themselves for careers in the field. Students must have completed one term in residence and will be selected in accordance with the following criteria: (a) need for financial assistance, (b) academic performance, (c) promise of making a contribution to the field of industrial and labor relations, (d) amount of individual awards dependent on student need and on the amount of contribution in any one year, and (e) the recipient must be a resident of Monroe County.

Prizes

The Daniel Alpern Memorial Prize provides two awards of \$100 each that are made each year to outstanding graduating seniors elected by the faculty on the basis of scholarship, leadership, and service to the School.

The James Campbell Memorial Award, established in 1963 in memory of the late Professor James Campbell, is a cash award presented annually to the senior who is judged outstanding in qualities of character, academic excellence, and service to the School.

CPC International Inc. Sophomore Prize in Industrial and Labor Relations, amounting to \$200, is the gift of the Corn Products Company and is awarded annually at the beginning of the junior year to the student who has achieved the highest academic record in the sophomore class.

The Frank J. Doft Memorial Prize, a cash award of \$200, is presented to the student receiving the highest academic average in the freshman class.

The Irving M. Ives Awards were established in 1962 in memory of the late United States Senator Irving M. Ives, first dean of the School of Industrial and Labor Relations. Cash awards of \$100 each are made annually to the freshman, sophomore, and junior students who, at the end of the school year, have best demonstrated the qualities of good faith, integrity, responsibility, cooperativeness, and good will. A plaque is awarded to a graduating senior selected by the same criteria.

The Sophie L. Seidenberg and Felix Kaufmann Memorial Awards in American Ideals are given to the students who receive in the fall and spring terms respectively the highest scholastic ratings in the course Development of American Ideals. The award consists of a twenty-five dollar gift of books on American democracy.

The Saul Wallen Prize was established in 1968 by friends of Saul Wallen in recognition of his contributions to the field of arbitration and dispute settlement and is awarded annually to the upperclass student submitting the best essay on dispute settlement. The prize-winning essay is to be published by the American Arbitration Association in the *Arbitration Journal*.

Internships and Other Financial Aid

The Eleanor Emerson Internship in Labor Education was established in 1968 by colleagues and friends of Professor Emeritus Eleanor Emerson in recognition of her contributions to the field of labor education. It provides a stipend of \$500 for a semester to an upper-class student (with preference for seniors) selected on the basis of interest in labor education and ability to work effectively in the field.

The Clem Miller Scholarship Endowment, established in memory of the late United States Representative Clem Miller, provides a grant of \$1,000 to one or two students selected for their potential ability in elective political life. Interest in an elective political career is encouraged by supporting recipients during a summer assignment in the office of a member of the United States House of Representatives.

The Bureau of National Affairs Summer Internship offers a student who has an interest in journalism and labor relations the opportunity to work on BNA publications dealing with labor relations problems. The work will involve research, reporting, and writing. The criteria for selection are academic achievement and interest in the field. Selection is made by the BNA on the basis of the application form and the results of a brief personnel test.

Nonresident Tuition Scholarships (four each year) are open to students who are not residents of New York State. One of the purposes

of these scholarships is to assist students from foreign countries; but when no qualified foreign students are available, the scholarships may be extended to other qualified out-of-state students. The annual award covers the total cost of tuition only. Need and academic achievement are considered, with preference for students who have completed at least one term in residence.

The Saul Wallen Internship in Community Dispute Settlement was established as a memorial to Saul Wallen's accomplishments and his interest in the application of collective bargaining concepts to dispute settlement. This summer internship affords a student the opportunity to work in the Office of Community Dispute Settlement in New York City. The student will receive a \$2,000 award covering a ten-week work period. This internship is open to juniors. Selection will be based on an interest in urban problems, relevance to career plans, and competency with case studies and writing. Some preference will be given to Spanish speaking or minority group students.

The Saul Wallen/Municipal Labor Committee Internship in Public Employee Relations was established as a memorial to Saul Wallen's accomplishments and interest in the field of public employee labor relations. This summer internship affords students the opportunity to acquire practical experience in the field of public employment relations through supervised work in the Office of Collective Bargaining in New York City. The student will receive an award of \$1,500 covering a ten-week period in New York City. Final selection is made by the Office of Collective Bargaining following preliminary selection by a faculty committee.

Graduate Aid

Graduate Assistantships

The position of graduate assistant in the School of Industrial and Labor Relations is designed to provide the School with qualified personnel for various types of work of importance to the School and at the same time to provide financial assistance for outstanding graduate students. The graduate assistantship requires services in connection with such academic activities as instruction, research, extension programs, and the library. During the academic year 1974-75, it is expected that the normal weekly work assignment will correspond to fifteen hours.

Appointment to a graduate assistantship may be made for an academic term or for an academic year. During 1974-75 it is expected that assistantship monthly stipends will approximate \$300 depending on the number of graduate terms completed and assistantship experience.

The assistantship provides a full tuition waiver in the Graduate School. A limited number of assistantships are normally available during the summer months; these appointments do not provide for a waiver of tuition in the University Summer Session.

Applications for graduate assistantships to begin September 1975 should be received not later than March 1, 1975, and for February 1976, not later than November 1, 1975.

Announcements of September appointments will be made on or after April 1, 1975. Applicants for admission to graduate study in industrial and labor relations who are interested in applying for graduate assistantships should write to the Office of the Graduate Faculty Representative, 101 Ives Hall, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850.

Scholarships and Fellowships

The School of Industrial and Labor Relations presently has the following fellowships and scholarships available for graduate students:

Industrial and Labor Relations Graduate Fellowship. Provides a stipend of \$2,500 annually plus tuition. It is the intention of the fellowship to attract persons with superior qualifications for advanced study in the Field of Industrial and Labor Relations. The fellowship will normally be awarded to a candidate undertaking Ph.D. work following completion of a master's degree but may be awarded to one beginning work at the master's level. Selection of the fellowship winner will be made by the Graduate Committee of the School of Industrial and Labor Relations.

Theodore S. Lisberger Memorial Scholarship. Provides modest grants in varying amounts to graduates or undergraduates studying in the field of human relations. Awards are based on the applicant's promise of exceptional academic performance or ability in research, and vary in amount according to estimated financial need. Preference is given to qualified candidates who have had work experience in industry.

Frances L. Perkins Memorial Fellowship in Industrial and Labor Relations. Established in honor of former United States Secretary of Labor Perkins by the Telluride Foundation and the School of Industrial and Labor Relations. The fellowship provides financial support for graduate study leading to a career as teacher and scholar, practitioner, or consultant in industrial relations. It is the intention of the fellowship to attract applicants with a background in the social or behavioral sciences and outstanding academic credentials, dedication to civil and social service, and keen interest in graduate study in such subject-matter areas

as labor economics, industrial sociology or psychology, economic and social statistics, collective bargaining, arbitration, history of labor movements, and theories of industrial relations. The Telluride Foundation provides a "living scholarship" which includes free room and board for fellowship holders only at the Cornell Telluride House. The School of Industrial and Labor Relations provides tuition and a stipend of \$2,500 for the year.

Owen D. Young Fellowship. Established by the General Electric Foundation for graduate students concentrating their studies in the area of organizational behavior. Usually awarded to assist students with exceptional promise or ability in research in the preparation of their theses or dissertations. The award includes a stipend of about \$2,500 a year and an additional sum to meet tuition. The donor hopes that the topic of the applicant's research will relate to management problems, but this is not a restriction on application.

Tuition Scholarships. The School has available four tuition scholarships normally awarded to students from foreign countries.

The Graduate School of Cornell University has a number of general scholarships and fellowships for which candidates in the Field of Industrial and Labor Relations may be considered. All fellowship and scholarship awards are made as tax-exempt gifts, and normally include waiver of tuition. Applicants are strongly urged to compete for outside fellowships as well as Cornell fellowships.

For further details concerning scholarships and fellowships, applicants are referred to the *Announcement of the Graduate School*. Application forms may be obtained from the Office of the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. Fellowship applicants are advised that their applications, including all supporting letters and documents, should be submitted no later than February 1.

Information on New York State Awards (Scholar Incentive Plan and Regents College Teaching Fellowships) may be obtained by writing to the Regents Examination and Scholarship Center, New York State Education Department, 99 Washington Avenue, Albany, New York 12210.

ROTC (Officer Education)

As a land-grant institution chartered under the Morrill Act of 1862, Cornell has offered instruction in military science for more than one hundred years. Cornell provides this instruction through the Reserve Officers Training Corps programs of the three military departments: the United States Army, Navy, and Air Force.

The ROTC programs offer students the opportunity to earn a commission while completing their education. To obtain a commission in one of the armed services, students must complete a two-year, three-year, or four-year course of study in an ROTC program and must meet certain physical standards. Upon graduation, students receive a commission and serve a tour of active military service. (Length of active service varies with each branch of the armed forces.)

Further information is provided in the *Announcement of Officer Education*, which may be obtained by writing to Cornell University Announcements, Day Hall, Cornell University, Ithaca, New York 14850. Interested individuals are also directed to the appropriate ROTC office in Barton Hall.

Housing

Applications for all University housing should be made as soon as possible after provisional acceptance has been received.

Residence Halls

Cornell provides residential facilities on campus for about 5,400 students. These facilities are located in two areas that lie to the north and west of the central campus, where the New York State School of Industrial and Labor Relations is situated.

Students are not subject to a residence requirement, and should note that acceptance to Cornell University does not necessarily guarantee the availability of on-campus accommodations.

An information brochure and an application form for on-campus housing accommodations will be enclosed with the notice of provisional acceptance to each candidate from the Office of Admissions. Further information about off-campus housing may be obtained by writing to the Off-Campus Housing Office, 223 Day Hall, Cornell University, Ithaca, New York 14850.

Graduate Students

University housing is available to single graduate students upon application to the Department of Student Housing Office, 223 Day Hall, Cornell University, Ithaca, New York 14850.

Sage Graduate Center provides housing for approximately 190 men and women. Situated in the center of the campus, it is convenient to all colleges. There is a cafeteria in the building. Cascadilla Hall accommodates approximately 153 graduate men and women. It is conveniently located just inside the southwest entrance to the campus. A third residence is a small apartment building, Thurston Court, hous-

ing 26 graduates. It is located just north of the Fall Creek Gorge on Thurston Avenue.

Married Students

The University maintains apartment accommodations for approximately 420 students and their families. These are Cornell Quarters, Pleasant Grove Apartments, and Hasbrouck Apartments. All apartments are unfurnished. For further information and application, write the Hasbrouck Housing Office, Pleasant Grove Road, Ithaca, New York 14850.

Off-Campus Housing

Information on housing that is currently available is posted on a board at the Student Housing Office, 223 Day Hall. Because changes of available accommodations occur daily, it is not practical to prepare lists. If at all possible, a student should plan to visit Ithaca well in advance of residence to obtain suitable quarters.

Library

The Martin P. Catherwood Library, formerly the Industrial and Labor Relations Library, has developed a comprehensive collection of standard works and periodicals and of documentary materials. This collection, one of the major industrial relations collections in the country, serves all phases of the School program. It combines the functions of an undergraduate college library, a highly specialized research library, a public information center, and a center for the collection and organization of documentary materials in the field. Its collection includes more than 101,000 volumes and more than 90,000 pamphlets. Periodicals, labor union journals, business and industrial publications, press releases, and labor management services are received regularly.

Documentary materials provide original sources of data and offer opportunity for laboratory work by the student as well as furnishing resources for research by the staff. An integral part of the library is its Labor Management Documentation Center which has responsibility for extensive files of published and unpublished documents and records of unions and other organizations, personal papers of people active in the field, collections of documents from selected dispute cases, and other similar materials. This unit of the library now has over 7,000,000 original documents and additional materials are constantly being added.

Guidance and reference services are made available to all students on an informal and personal basis in order that they may acquire facility and confidence in research methods and in the use of published and unpublished material. Restrictions in the use of library materials

by students have been kept to a minimum. The aim of the School has been to provide whatever the student may need in connection with his or her work as quickly as possible without discouraging barriers.

Information service and the loan of books and documents by mail to organizations and individuals is an added function of the library. In support of this service, it distributes a monthly *Library Acquisition List* and compiles a comprehensive bibliography of current books, pamphlets, and periodical articles that appears as "Recent Publications," a regular feature of the *Industrial and Labor Relations Review*. Through the extension of specialized service beyond the limits of the Cornell campus, the library contributes to the accomplishment of one of the School's principal aims—the dissemination of authoritative information for the better understanding of the problems of industrial and labor relations.

Summer Session

The School of Industrial and Labor Relations, in conjunction with the Cornell University Summer Session, offers credit courses designed primarily to meet the needs of persons in industry, labor, government, and education. Both undergraduate and graduate instruction is available in courses usually of three and six weeks' duration.

Dates for the Summer Session in 1975 are June 4 to August 8. Descriptions of Industrial and Labor Relations course offerings, application forms, and information concerning registration, tuition, and fees are included in the *Announcement of the Summer Session* which may be obtained after March 20, 1975, from the Office of the Summer Session, 105 Day Hall, Cornell University, Ithaca, New York 14850.

Publications

The School publishes two monograph series, *Cornell Studies in Industrial and Labor Relations* and *Cornell International Industrial and Labor Relations Reports*; bibliography, paperback, and lecture series; technical monographs; and a bulletin series. In addition, there are Key Issues reports (summaries of material of interest to practitioners in the field); public employment relations monographs, occasional papers, and conference reports; reprints of articles by the faculty; and a student journal, *Industrial and Labor Relations Forum*.

The School also publishes the *Industrial and Labor Relations Review*, a quarterly professional journal. The journal carries articles, discussions, book reviews, and other items of interest to academicians and professionals as well as

laymen and students concerned with a wide range of labor-management problems.

Inquiries concerning the School's publications may be addressed to the Division of Publications. Requests to be placed on the mailing list to receive announcements of new publications or a publications catalog will be welcomed.

Research

The research activities of the School deal with both basic and applied problems in the field of industrial and labor relations. Most members of the on-campus teaching faculty are involved in research. The projects cover a wide range of topics, reflecting the diversity of interests and educational backgrounds of the faculty. Graduate students often have an opportunity to work with faculty members on projects of mutual interest as research assistants or as degree candidates working on theses. Some examples of major projects underway are:

- Labor-management relationships in the public sector: Professors Brooks, Doherty, Donovan, Hanslowe, McKelvey, and Yaffe.
- Worker alienation, job satisfaction, and productivity: Professors Dyer, Gruenfeld, Lipsky, McKersie, and Trice.
- Leadership and power in complex organizations: Professors Bacharach, Gruenfeld, Hammer, and Rosen.
- Productivity, bargaining, and incomes policies: Professors Galenson, Hildebrand, and McKersie.
- Evolution of NLRB policy and process: Professor Gross.
- Social and organizational factors affecting scientific accomplishments: Professor Gordon.
- A study of change in Peruvian communities: Professors Whyte and Williams.
- Social problems in industrial organizations: Professors Trice and Wasmuth.
- The law, rights, and responsibilities: Professors Konvitz and Yaffe.
- Collective bargaining—strategies and effects: Professors Brooks, Drotning, Dyer, and Kochan.
- Comparative industrial and labor relations systems: Professors Clark, Galenson, Morris, Whyte, and Windmuller.
- Evaluation of manpower training systems: Professors Aldrich, Aronson, and Foltman.
- Internal structure of unions: Professors Jensen and Kochan.
- Cross-cultural studies and organizational behavior: Professors Gruenfeld, Whyte, and Williams.
- Farm labor research: Professor Ferguson.
- The acceptance of women in work roles: Professors Farley and Miller.

Research interests of the School in international and comparative projects were recognized

by reactivation of the Institute of International Industrial and Labor Relations. Under the direction of Professor Walter Galenson, the Institute has sponsored a series of seminars on international labor affairs, each one featuring an expert drawn from outside the Cornell community. It is hoped that the Institute will stimulate interest and research in foreign practices in the labor and social sphere.

Information about these projects and other research activities may be obtained from the professors in charge or from the Division of Research. Inquiries from prospective graduate students concerning the availability of research assistantships and fellowships should be addressed to the Office of Resident Instruction.

Extension and Public Service

The Extension and Public Service Division provides educational services with and without college credit for labor, management, government, civic, educational, and community groups throughout New York State. Programs conducted to meet the specialized needs of such groups are usually concerned with basic issues and developments in the field of labor relations. They deal with subjects of significant social consequence, including critical issues confronting the political economy of our country, as well as with topics relating to purposes and methods of industrial and labor relations programs and practices.

Extension programs may include topics such as: responsibilities of employers, unions, and communities for manpower development and training; the function of education and training programs in dealing with problems of unemployment, of automation, of depressed areas; and human relations and employee relations. Some may emphasize problems of union democracy, labor's public responsibility, unions and community affairs, foreign affairs, and economic life. Collective bargaining subjects include the nature and structure of collective bargaining, grievance handling, labor arbitration, collective bargaining and management rights, and the impact of the economic climate and government on collective bargaining. The Division offers programs for industrial and labor relations practitioners in areas such as effective supervision, techniques of training, executive development, labor legislation, and the history, structure, and function of labor unions.

Among the more recent undertakings of the Division are:

Labor Studies Program: This program offers labor leaders and members a balanced curriculum in labor and liberal arts courses over a two-year period. The program began in New York City and is now offered in

Westchester, Long Island, Rochester, and Buffalo in cooperation with other units of the State University system. Credit will be granted in this program beginning September 1974.

Management Studies: The School began its Management Studies Program for supervisors in 1973. Concentrating on industrial relations and managerial skills, the two-year certificate program is available in the Rochester area and on Long Island. It is expected to expand to other metropolitan locations in the state.

The program is designed for potential supervisors and new or experienced foremen who want to increase their effectiveness through a better understanding of management practices.

Short Courses and Conference for Management: With a professional staff of ten Cornell University professors and twenty extension specialists, the Division of Extension and Public Service offers many programs of special interest to managers and supervisors, as well as courses on topics of current general interest in the field of industrial and labor relations.

Many programs are organized specifically for individual organizations. These include one-day conferences, workshops, seminars, and institutes of two- to five-days duration and extended courses meeting once a week for periods of five to ten weeks.

Public Sector Labor Relations: In an effort to provide practitioners, both employees and employers, with the basic skills of labor relations, programs for field representatives and employee relations people will be held to instruct the parties in grievance handling and preparation for arbitration. The Division has developed a number of comprehensive training programs in all aspects of the application and interpretation of grievance procedures. Special programs are also being developed to instruct public sector management in labor contract administration.

Programs will be developed to instruct the parties in interpretation, application, and impact of the new public sector labor relations legislation that will be passed by the New York State legislature.

Neutral Training: The Division is heavily involved in the training of active neutrals for the field of labor relations. Programs to improve the skills of fact finders, mediators, and arbitrators are being developed in cooperation with the Public Employment Relations Board, the American Arbitration Association, and local Industrial Relations Research Association chapters.

As these highlights indicate, participants in the School's adult education programs are persons of differing backgrounds and needs—

executives and foremen, government administrators and supervisors, union officers and stewards, hospital administrators, engineers, and members of professional associations. One of the important functions of the School is to help labor and management groups to develop and conduct their own educational programs. The Extension and Public Service Division also assists in teacher training and in the preparation of instructional materials. Correspondence courses are not offered.

To conduct its adult education program, the School appoints teachers from Cornell University, from other educational institutions, from business, industry, labor, government, and the professions. Special effort is made to match the teacher's training, experience, teaching methods, and personality with the interests and levels of experience of the students in the group served.

Extension programs are held in communities throughout New York State as well as on the Cornell University campus. They vary in length. Some are made up of eight or ten weekly sessions of about two hours each; others are of several days' duration, a week, or several weeks' duration; some courses may be scheduled for weekly sessions for twenty or thirty weeks.

Many extension programs, teaching materials, and services are provided without cost for organizations in New York State. A charge is made when unusual expenses for teaching, teaching materials, or rentals are involved. Charges are sometimes made for extensive and experimental programs or when substantial services are provided for the same organization.

A large program of workshops, conferences, and seminars is conducted for which charges are made to cover the expenses of the program. Such programs, open to general enrollment, are announced in advance periodically. Individuals interested in knowing about the School's programs may request to be placed on the mailing list to receive a program announcement in their field of interest and to receive a *Conference Calendar* issued periodically.

The School has the following district extension offices:

Ithaca: William D. Fowler, Director, Central District

New York State School of Industrial and Labor Relations, Cornell University
Ithaca, New York 14850

Phone: Area Code 607/256-3266

Albany: David L. Harrison, Director, Capital District

11 North Pearl Street
Albany, New York 12207
Phone: Area Code 518/HObart 5-3518

Buffalo: Richard K. Pivetz, Director,
Western District

120 Delaware Avenue
Buffalo, New York 14202

Phone: Area Code 716/842-4270

New York City: Dean Lois S. Gray, Director,
Metropolitan District

7 East 43rd Street

New York, New York 10017

Phone: Area Code 212/Oxford 7-2247

Persons interested in the extension services of the School should address their inquiries to Division of Extension and Public Service, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850.

Conference Center

The Conference Center is yet another means of providing on-going education and information to practitioners and scholars concerned with industrial and labor relations. The Center is becoming a focal point for those working on the broad range of social, economic, and political problems relevant to the urban scene. It has filled a need for training public employees and public administrators who have come to the Center to learn about collective bargaining and the relatively new legislation related to union organization of public employees.

While the Conference Center initiates and offers conferences covering the full scope of industrial and labor relations, the Center also responds to requests from individual groups for specialized conferences. The Conference Center draws upon resources from the entire University and, where required, brings in outside resources to meet unique information requirements of the participants.

Services of the Conference Center, in connection with educational programs, include arrangements for dining and housing, transportation in the Ithaca area, special tours, catering, and special group requirements. The Center offers a full range of audiovisual equipment including video-taping for instant feedback on special sessions.

Further information may be obtained by writing to J. John Keggi, Director, Conference Center New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850.

Cornell University

Course Descriptions*

Courses are listed under department headings and are numbered in accordance with the University's course numbering system.

The course levels have been assigned as follows:

- 100-Level Course: introductory course, no prerequisites required, open to all qualified students.
- 200-Level Course: lower division course, open to freshmen and sophomores, may require prerequisites.
- 300-Level Course: upper division course, open to juniors and seniors, prerequisites required.
- 400-Level Course: upper division course, open to seniors and graduates, requires 200- and 300-level course prerequisites or equivalent.
- 500-Level Course: professional level (i.e., Aero, Law, Vet., B&PA).
- 600-Level Course: graduate level course, open to upper division students.
- 700-Level Course: graduate level course.
- 800-Level Course: master's level, thesis, research.
- 900-Level Course: doctoral level, thesis, research.

All industrial and labor relations courses, arranged by department, and the required courses offered by other divisions of the University are described below. Qualified upper-class students may be admitted on faculty approval to graduate courses and seminars offered in the Field of Industrial and Labor Relations.

Students registered in other divisions of the University may elect courses specifically designed for non-ILR students (ILR 150, ILR 151), as well as other courses offered by the School. Students in other colleges interested in taking courses in this School should check prerequisites and enroll through the advisers in their colleges.

All academic courses of the University are open to students of all races, religions, ethnic origins, ages, sexes, and political persuasions. No requirement, prerequisite, device, rule, or other means shall be used by any employee of the

University to encourage, establish, or maintain segregation on the basis of race, religion, ethnic origin, age, sex, or political persuasion in any academic course of the University.

Required Courses Offered by Other Colleges of the University

Freshman Seminars. Credit three hours a term. Freshman courses offered by various departments in the College of Arts and Sciences.

Each seminar is limited to twenty students and is designed both to help students improve their writing and to introduce them to a field of study. Some courses (creative, expository, and autobiographical writing) deal almost exclusively with writing; all require frequent papers; all stress the importance (and try to assist the development) of clear, forceful prose.

Each semester there will be over one-hundred sections of about twenty-five different courses drawn from fifteen fields: Africana studies, anthropology, classics, comparative literature, English composition, English literature, French, German, government, history, history of art, medieval studies, philosophy, Russian, and Spanish. Complete descriptions and instructions for enrollment will be available before registration each semester.

Introductory Economics (Economics 101)

Credit three hours. Either term. Offered by the College of Arts and Sciences.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

* The courses and curricula described in this publication and the teaching personnel listed herein are subject to change at any time.

Introductory Economics (Economics 102)

Credit three hours. Either term. Offered by the College of Arts and Sciences.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy. Topics discussed may include the determination of prices and wages, the influence of business monopolies and labor unions, comparative economic systems, and the arguments about government action on such matters as poverty, pollution, and conservation.

The Development of Human Behavior (Human Development and Family Studies 115) Credit three hours. Fall term. Offered by the College of Human Ecology.

Provides a systematic analysis of the forces affecting human development from infancy to adulthood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

Intergroup Relations: Social Conflict and Cooperation (Sociology 264) Credit three hours. Spring term. Offered by the College of Arts and Sciences.

Analysis of relations among ethnic, racial, and religious groups. Sources of collective conflict and cooperation. Relation of conflict to social order and social change. Causes and consequences of prejudice and discrimination, as well as of cooperation and accommodation are reviewed. Social and political movements stressing militance or intolerance and efforts to resolve intergroup conflict will be examined with special attention to current developments in the United States. Strategies of confrontation and conflict resolution.

Collective Bargaining, Labor Law, and Labor History

J. Morris, chairman; G. Brooks, D. Cullen, C. Daniel, R. Doherty, R. Donovan, H. Finch, J. Gross, K. Hanslowe, G. Hildebrand, V. Jensen, R. Keeran, M. Kelly, T. Kochan, M. Konvitz, G. Korman, R. Lipsitz, D. Lipsky, J. McKelvey, R. McKersie, M. Neufeld, H. Newman, P. Ross, A. Smith, J. Windmuller, B. Yaffe.

100 History of Industrial Relations in the United States Credit three hours. Spring term. C. Daniel, R. Keeran, G. Korman, or J. Morris.

This review of the history of industrial relations

in the United States emphasizes developments in the twentieth century. The course concentrates on the American worker, both union and nonunion, labor movements, and the environmental forces that have shaped industrial relations in the United States. Readings will be selected from scholarly accounts and original sources.

200 Special Studies in the History of Industrial Relations in the United States

Credit three hours. Fall term. Prerequisites: Economics 101-102, ILR 100. C. Daniel, H. Finch, R. Keeran, G. Korman, J. Morris, or M. Neufeld.

Several instructors will offer small undergraduate classes, each on a particular aspect of the history of industrial relations in the United States. Students will choose among classes that may vary from year to year and might include the following range of topics: industrial relations in the Age of Jackson and in other periods of American history such as the Gilded Age, the two World Wars, the Great Depression, or the role of industry and organized labor in politics, radicalism and dissent in the American labor movement, the attitude of industry and organized labor toward technological advance, the black worker and organized labor, immigrant workers in American history, and the reaction of the mass production industries to the rise of the CIO.

201 Labor Relations Law and Legislation

Credit three hours. Spring term. K. Hanslowe, A. Smith, or B. Yaffe.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relation context. Also serves as an introduction to the legal system and method, and to legal and constitutional problems of governmental regulation of industrial and labor relations.

300 Collective Bargaining Credit three hours. Fall term. J. McKelvey, D. Cullen, J. Gross, V. Jensen, M. Kelly, T. Kochan, D. Lipsky, or P. Ross.

A comprehensive study of collective bargaining: the negotiation and scope of contracts; the day-to-day administration of contracts; the major substantive issues in bargaining, including their implications for public policy; and the problem of dealing with industrial conflict.

301 Labor Union Administration Credit three hours. Fall and spring terms. Prerequisite: ILR 100 and 201. G. Brooks, C. Daniel, R. Keeran, or B. Yaffe.

A review of the operations of American unions, including a general theoretical framework, but with major emphasis on practical operating experience. The course will, among other subjects, cover: the formal government of unions; organizational or institutional purposes and objectives and how these are achieved; underlying structure and relationship among members, locals, and national organizations; the performance of the primary functions of organizing, negotiating, contract administration; and the effect of the Landrum-Griffin Act.

302 History of American Industrial Civilization since 1750 Credit three hours. Fall term. G. Korman.

The interaction between industrial life and American nationalism since 1750 will be examined. Special attention will be given to the changes in nationalism and its consequences for ethnic group behavior and such other elements of American industrial life in the nineteenth and twentieth centuries as changes in the prime movers of production, transportation, organization, techniques of manipulation, oligarchy, paternalism, fraternalism, professionalization, and quantification. Readings will be selected from original sources and scholarly accounts.

303 Research Seminar in the Social History of American Workers Credit three hours. Alternate spring terms. Open, with consent of instructor, to upperclass students who have demonstrated their ability to undertake independent work. G. Korman.

An examination of a different subject each year.

304 Research Seminar in the History, Administration, and Theories of Industrial Relations in the United States Credit three hours. Spring term. Open, with consent of the instructor, to upperclass students who have demonstrated ability to undertake independent work. C. Daniel, R. Keeran, G. Korman, or J. Morris.

Designed to explore the social, economic, intellectual, and political background of industrial relations in the history of the United States. Examines a different subject each year.

305 Employment Discrimination and the Law Credit three hours. Fall term. Prerequisite: ILR 201 or 701 or equivalent. Open to qualified juniors and seniors.

An intensive examination of legal problems involving employment discrimination based upon race, color, religion, sex, or national origin. Subjects covered include affirmative action programs, the EEOC's approach to preemployment testing and apprenticeship programs, remedies for employment discrimination, limitations on state protective labor legislation, the

ILRB's approach to discrimination by unions and employers, and the activities of black power groups within unions.

306 Research Seminar in the American Labor Movement and Politics Credit three hours. Spring term. Open, with consent of the instructor, to upperclass students who have demonstrated ability to undertake independent work and who have taken ILR 200. Enrollment limited to eight students. J. Morris.

Students will be free to choose any research topic, via any disciplinary approach (law, history, behavioral or political science, etc.) within the subject matter area. Group meetings will be devoted to (1) discussion in depth of special problems such as compulsory membership and union political spending, the adequacy of the law governing union political action, labor's partisan ties with the Democratic party, etc., and (2) exchange of research problems and reports. Some time normally devoted to group meetings will be scheduled for individual consultations.

307 Industrial Relations Biographies Credit three hours. Fall term. Open to juniors and seniors. Prerequisite: ILR 100. Enrollment limited to twelve students. J. Morris.

The objective of this reading course is to study American industrial relations history through the lives of some of the outstanding men who have helped make it—men of business, government, and the law as well as leaders of labor and their allies among the intellectuals. While economic forces, institutional developments, and social values are important in shaping history, so also is the role of individual personality. Would the CIO have been founded without the leadership of John L. Lewis? Would an antiunion pattern in steel have necessarily developed in the absence of Andrew Carnegie? American industrial relations history is intimately bound up with the lives of such men as Lewis and Carnegie, James Hoffa, Walter Reuther, Carroll D. Wright, John R. Commons, Clarence Darrow, John Peter Altgeld, Frederick W. Taylor, Samuel Gompers, Joe Hill, "Big Bill" Haywood, Cesar Chavez, Lemuel Boulware, and others. The class will read and discuss biographies and autobiographies. In some cases the written record will be supplemented with tapes and films. There will be written assignments but emphasis will be on the weekly discussion.

308-309 Development of American Ideals Credit three hours each term. Fall and spring terms, respectively. Open to sophomores and upperclass students. M. Konvitz.
A critical analysis of Western, particularly American, political, ethical, and social ideals—their meanings, origins, and development. In the fall semester: interests secured or pressing

for recognition such as freedom of religion, freedom of speech and press, freedom from discrimination, association, right of privacy. Relevant United States Supreme Court cases are read and discussed. In the spring semester: the religious, philosophical, and historical roots of basic Western ideals such as individual dignity, justice, love, the higher law, the pluralistic society, democracy, freedom, and equality. There will be readings from the Bible, Plato, Sophocles, the Stoic philosophers, Renaissance thinkers, Locke, Emerson, William James, and others.

380 Famous Trials in American Labor History Credit three hours. Spring term. Open to juniors and seniors. Prerequisite: ILR 100. Enrollment limited to twelve students. J. Morris.

A reading and discussion course on some of the famous criminal trials involving union leaders, radicals, and ordinary workmen who were unknown before they faced the bar. Among the defendants or cases from which selection will be made, and whose charges range from fraud to murder (mostly murder), are: Jimmy Hoffa, Sacco and Vanzetti, Mooney and Billings, the Centralia tragedy and trial, the great IWW trials of World War I, the case of Joe Hill, the Haymarket anarchists, the trial and execution of the Molly Maguire leaders, and the triple case of Moyer, Haywood, and Pettibone. Central themes of the seminar will include reflection upon the broad questions of working-class justice in a capitalist society and the limits of free speech in a democracy. In each trial discussion will center around two themes:

- (1) Was the trial legally fair and correct? and
- (2) What is the judgment of history as to the guilt or innocence of the accused? Some understanding of criminal law will be developed.

400 Collective Bargaining: Issues and Problems Credit three hours. Spring term. Prerequisite: ILR 300. D. Cullen, J. Gross, V. Jensen, T. Kochan, D. Lipsky, J. McKelvey, R. McKersie, or P. Ross.

An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis being placed upon the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

401 Collective Bargaining Structures Credit three hours. Fall term. Prerequisite: ILR 300. M. Kelly or D. Lipsky.

An examination of the conduct of collective bargaining with emphasis on the size and scope of the bargaining unit and the locus of decision making in collective negotiations. The relation between bargaining structure and

product market structure, public policy, and union structure will be studied. Industry and case studies of various bargaining structures, including pattern bargaining, coalition bargaining, and multiemployer bargaining will be used to illustrate general principles. Wage patterns and the economic effects of bargaining structures will also be examined. Content of the course will include topics of current interest. The course will be conducted on a seminar basis and enrollment limited accordingly.

402 Case Studies in Labor Union History and Administration Credit three hours. Spring term. Open to selected seniors and graduate students. Prerequisites: ILR 300 and 301. G. Brooks.

A seminar concerned with the history and development of specific union problems or of individual unions at various administrative levels, with an analysis of their day-to-day operations and responsibilities. Students will investigate areas of particular interest to them for their research contribution to the seminar.

403 Labor Dispute Settlement Credit three hours. Spring term. Prerequisite: for undergraduates, ILR 300; for graduates, ILR 700. Enrollment limited to twenty-five. J. McKelvey, A. Smith, or B. Yaffe.

An examination of the various governmental techniques for dealing with labor disputes in both the private and public sectors, including mediation, fact-finding, arbitration (both voluntary and compulsory), the use of injunctions, and seizure. The course will also examine the application of these techniques under the Railway Labor Act, Taft-Hartley Act, and various state acts.

404 Seminar: Poverty and Social Policy Credit three hours. Fall term. Open to graduate students and, with permission, to advanced undergraduates. M. Konvitz.

While the main concern will be with poverty in the United States, the course will also consider poverty in the world and the development of American foreign policy with respect to poverty in developing countries. The course will consider the relation of the history of public policy and social philosophy to poverty, especially in the Western world and the United States. The "war on poverty" and current welfare policy will receive special consideration.

405 Collective Bargaining in the Public Sector Credit three hours. Fall and spring terms. Prerequisites: ILR 201 and 300. Enrollment limited to twenty. R. Donovan, T. Kochan, P. Ross, or B. Yaffe.

An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and

their employees. The variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government are considered along with the implications of collective bargaining for public policy and its formulation.

406 History of the Black Worker in the United States Credit three hours. Fall term. Prerequisite: ILR 100. J. Gross.

The course is intended to introduce the student to the history of the black worker in the United States through a review and analysis of the existing literature of black labor history and through source documents from the National Archives, such as records and correspondence from the Division of Negro Economics, 1919-1921; the papers of Lawrence A. Oxley, Chief of the Division of Negro Labor of the Bureau of Labor Statistics, 1933-1942; the papers of Karl Phillips, United States Commissioner of Conciliation for Negro Labor, 1925-1933; and selected records from the President's Committee on Fair Employment Practice, 1941-1945. Discussions will center around the black worker in agriculture, industry, and government; black worker migrations; black workers and organized labor; and black workers, discrimination, and the law.

499 Directed Studies Credit three hours. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval of the Academic Standards Committee.

601 Integration of Industrial Relations

Theories Credit three hours. Fall and spring terms. Open to second-year graduate students and seniors with consent of the instructor. T. Kochan.

The major purpose of this course is to explore the similarities and differences among the (1) normative premises, (2) theoretical frameworks, (3) substantive issues, and (4) methodological approaches found in the various areas of study in industrial relations. The areas that will be studied include (1) collective bargaining and union-management relations, (2) organizational behavior and personnel, and (3) labor economics and manpower policy. An effort will be made to explore the potential for integration among these various areas by discussing some issues or problems that cut across the traditional lines of study. The ques-

tion of what is the underlying foundation of the field of industrial relations that provides the rationale for including these diverse areas of study within the same field will also be addressed.

602 Arbitration Credit three hours. Fall term. Prerequisite: for undergraduates, ILR 300; for graduates, ILR 700. Enrollment may be limited. J. Gross, G. Hildebrand, V. Jensen, D. Lipsky, or J. McKelvey.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the preparation and handling of materials in briefs or oral presentation, and the work of the arbitrator, umpire, or impartial chairperson.

603 Governmental Adjustment of Labor Disputes Credit three hours. Spring term. Enrollment may be limited. J. Gross, V. Jensen, J. McKelvey, A. Smith, or B. Yaffe.

A study of particular problems of the role of the government in the adjustment of labor disputes in the public and private sectors. Opportunity is afforded to investigate and analyze the various dispute settlement techniques that are commonly used and to investigate particular governmental agencies and their operations, including federal, state, and municipal agencies.

604 Readings in the Literature of American Radicalism and Dissent Credit three hours. Fall and spring terms. Open only to seniors and graduate students. R. Keeran or M. Neufeld.

Each term concentration will be on a different historical aspect of American radicalism and dissent. Examples of the range of topics and character of writers who might be selected for study include: *agrarian reform*, Thomas Skidmore, George Henry Evans, and Ignatius Donnelly; *anarchism*, Josiah Warren, William D. Haywood, Emma Goldman, and Paul Goodman; *communism*, John Reed, Jay Lovestone, and William Z. Foster; *economic dissent*, Henry George, Thorstein Veblen, and Francis Everett Townsend; *equal rights for Negroes and black nationalism*, William E. B. Du Bois and Marcus Garvey; *fascism*, Father Charles Edward Coughlin and Gerald L. K. Smith; *peace movements*, Jane Addams, Emily Balch, and A. J. Muste; *religious radicalism*, John Woolman, Roger Williams, Tom Paine, and Robert Green Ingersoll; *social planning*, John Humphrey Noyes and Margaret Sanger; *socialism*, Langdon Byllesby, William Heigh-ton, Daniel De Leon, Morris Hillquit, and William English Walling; *utopianism and communitarianism*, Edward Bellamy, Albert Brisbane, and Austin Tappan Wright; and *women's rights*, Margaret Fuller, Elizabeth Cady Stanton, and Susan B. Anthony.

605 Readings in the History of Industrial Relations in the United States Credit three hours. Fall term. Open only to seniors and graduate students. Prerequisites: for seniors, ILR 100, 200, 201, 300, and 301, or specific equivalents; for graduates, ILR 702 or equivalent. C. Daniel, R. Keeran, G. Korman, J. Morris, or M. Neufeld.

A seminar covering, intensively and in historical sequence, key documents, studies, legislative investigations, and memoirs concerning American industrial relations systems. Primarily designed to aid students in orienting themselves systematically and thoroughly in the field. Among the authors and reports covered are E. P. Thompson, John R. Commons, Norman Ware, Lloyd Ulman, the Abram Hewitt hearings, the Henry W. Blair hearings, the United States Industrial Commission, Philip Taft, Paul F. Brissenden, the United States Commission on Industrial Relations, Theodore W. Glocker, George E. Barnett, Frederick W. Taylor, Henry Gantt, Mary Parker Follett, Irving Bernstein, and Walter Galenson.

606 Theories of Industrial Relations Systems Credit three hours. Spring term. Open only to seniors and graduate students. Prerequisites: for seniors, ILR 100, 200, 201, 300, and 301, or specific equivalents; for graduates, ILR 702 or equivalent. G. Korman or M. Neufeld.

An examination of the leading theories concerning the origins, forms, organization, administration, aims, functions, and methods of industrial relations systems. Among the theories studied are those formulated by Karl Marx, Mikhail Bakunin, Georges Sorel, Vladimir Lenin, Lujo Brentano, Beatrice and Sidney Webb, Herbert Croly, Antonio Gramsci, Selig Perlman, Frank Tannenbaum, the Guild Socialists, Karl Polanyi, Clark Kerr, Frederick Harbison, John Dunlop, and Charles A. Myers.

607 Administrative Tribunals Credit three hours. Spring term. Open to seniors with permission of the instructor. K. Hanslowe.

An examination of the law controlling administrative agencies, including executive departments, in their complex tasks of carrying out various governmental programs. Legislative bodies determine general programs, and administrative tribunals make them more specific through making rules, deciding cases, investigating, prosecuting, and supervising. One important focus is on procedural safeguards and on the allocation and control of power in decision making, including the structuring, checking, and confining of discretion. Another central inquiry is how to accommodate procedural fairness to the efficient accomplishment of legislative purposes. The general quest is for understanding principles of exertion of governmental authority and principles of justice that cut across functions of federal, state, and

local tribunals and their relation with reviewing courts and with legislative and executive bodies.

608 Black Labor: Directed Research in the History of the Black Worker Credit three hours. Spring term. Open to juniors and seniors as well as graduate students by permission of the instructor. Enrollment limited to fifteen students. J. Gross.

Intended to review the history of the black worker in the United States through an analysis of the existing literature of black labor history and through source documents from the National Archives, such as records and correspondence from the Division of Negro Economics, 1919-21; the papers of Lawrence A. Oxley, Chief of the Division of Negro Labor of the Bureau of Labor Statistics, 1933-42; the papers of Karl Phillips, United States Commissioner of Conciliation for Negro Labor, 1925-33; and the records of the President's Committee on Fair Employment Practice, 1941-45. Discussions will be developed around several themes including: the black worker in agriculture, industry, and government; black worker migrations; black workers and organized labor; and black workers, discrimination, and the law.

609 Public Policy and Labor Relations

Credit three hours. Fall term. Prerequisites: One term of labor law and some course work in statistics. Open to upperclass students with permission of instructor. D. Lipsky or J. Drotning.

This seminar examines the application of public policy in labor relations, with particular emphasis on the empirical, nonlegal analyses of the impact of national and state laws on the behavior of managements, unions, and workers. Several important public policy issues will be examined in the course. For example, what is the real impact of duty to bargain requirements on the behavior of the parties in negotiations? How effective are NLRB remedies in actually changing the behavior of the parties? What are the determinants of certification election outcomes? What evidence is there on the impact of right-to-work laws on union organizing and bargaining? At the state level, do impasse procedures actually deter strikes and alter bargaining outcomes? A subsidiary objective of the course will be to introduce students to the use of analytical techniques in empirical research on public policy issues. The feasibility of developing policy recommendations on the basis of empirical research will also be explored.

650 Manpower and Collective Bargaining Problems in the Construction Industry Credit three hours. Spring term. Open to seniors and graduate students, and non-ILR students with permission of the instructor. D. Cullen, F. Foltman, or D. Lipsky.

The seminar will examine selected manpower and collective bargaining problems in the construction industry, such as supply and demand of construction manpower; the Negro and the building trades, skilled manpower forecasting and planning, skill requirements, education and training, personnel management policies and practices, the wage-price issue, the closed shop, featherbedding, jurisdictional disputes, and problems of bargaining structure. Individual research is required.

680 Problems in Union Democracy Credit three hours. Spring term. Offered in odd-numbered years only. Prerequisite: varies with instructor. J. McKelvey, M. Neufeld, or B. Yaffe.

Unions are considered as an example of private government, and union democracy is examined by standards and customary practices in both public and private governments. Included are such elements as elections, self-government by majority, rights of minorities, the judicial process including impartial review, local-national relationships, constituency and representation, the legislative process, and executive power and functions. The regulation of private government by the state will be considered.

681 Labor Relations Law Credit three hours. Spring term. Prerequisite: ILR 201 or ILR 701, or their equivalent. K. Hanslowe.

An advanced course in labor law, covering such topics as emergency labor disputes, legal problems of labor relations in public employment, labor and the antitrust laws, civil rights legislation, rights of individual employees and union members, and legal problems of union administration.

682 Seminar in Labor Relations Law and Legislation Credit three hours. Fall or spring term. Permission of the instructor required. K. Hanslowe, M. Konvitz, or A. Smith.

The seminar will emphasize legal problems in public employment and other areas of labor relations affecting the public interest.

683 Research Seminar in the History, Administration, and Theories of Industrial Relations in the United States Credit three hours. Fall or spring term. Open only to seniors and graduate students. Prerequisites: for seniors, ILR 100, 200, 201, 300, and 301 or specific equivalents; for graduates, ILR 605 and 606 or specific equivalents. G. Brooks, C. Daniel, R. Keeran, G. Korman, J. Morris, or M. Neufeld.

Intensive studies in theories of industrial relations, the social and political history of workers in urbanizing and industrializing communities, the history of ideas that impelled the labor movement, the history and government of individual unions and confederations of unions,

the development of ideas in the management of personnel, and comparative studies of American, European, and non-European industrial relations systems. The areas of study will be determined each semester by the instructor offering the seminar.

685 Collective Bargaining in Public Education Credit three hours. Spring term. Permission of the instructor required. R. Doherty.

The seminar will consist of a study of the legal, financial, administrative, and educational problems raised by collective bargaining in the public schools. Major attention will be directed at existing statutes covering the employment arrangement for public school employees, the subject matter and administration of collective agreements, the ideological postures of teacher organizations, and the resolution of negotiating impasses. Individual and group research projects will be required.

686 Problems of Labor Relations in Public Employment Credit three hours. Spring term. Open to seniors and graduate students with permission of the instructor.

A study of the legal problems inherent in the superimposition of collective bargaining relationships on existing patterns of public employment, including the problems of sovereignty, unit determination, representation procedures, unfair practices, scope of bargaining, impasse procedures, and the strike against government. The study will also include an examination of civil service systems, government budgeting, restrictions on political activities of public employees (e.g., Hatch Act), loyalty oaths and security programs, and other problems peculiar to public employment.

688 Scholarship in the History of Industrial Relations Credit three hours. Alternate spring terms. G. Korman.

This seminar examines the quality of learning in books and articles written by selected labor historians and others working in the domain of collective bargaining, labor law, and labor history.

689 Seminar in the History of Agricultural Labor Credit three hours. Spring term. Open to graduate and upperclass students with permission of the instructor. Enrollment limited to twelve students. C. Daniel.

An extensive examination of the history of farm workers in the United States, with particular focus on the nature and structure of industrial agriculture in America; the cultural and racial makeup of the farm labor force; conditions of employment in agriculture; farm worker organization; the relationship of farm labor to the American labor movement; and the

dynamics of social, economic, and political assimilation in American life with special reference to farm workers.

700 Collective Bargaining I Credit three hours. Fall and spring terms. Not open to ILR undergraduate students. D. Cullen, J. Gross, V. Jensen, T. Kochan, D. Lipsky, or P. Ross.

A comprehensive study of collective bargaining with special emphasis being given to philosophy, structures, process of negotiations, and administration of agreements. Attention will also be given to problems of handling and settling industrial controversy, the various substantive issues, and important developments and trends in collective bargaining. It is recommended that ILR 701 (Labor Relations Law and Legislation) be taken prior to, or concurrently with, ILR 700.

701 Labor Relations Law and Legislation Credit three hours. Fall or spring term. Open to ILR graduate students. K. Hanslowe, M. Konvitz, A. Smith, or B. Yaffe.

A survey and analysis of the labor relations law in which an examination is made of the extent to which the law protects and regulates concerted action by employees in the labor market. The legal framework within which the collective bargaining takes place is considered and analyzed. Problems of the administration and enforcement of the collective agreement are considered as are problems of protecting the individual member-employee rights with the union.

702 Labor Union History and Administration Credit three hours. Fall and spring terms. Not open to ILR undergraduate students. Enrollment limited to fifteen. G. Brooks, C. Daniel, R. Keeran, G. Korman, J. Morris, or M. Neufeld.

A presentation of the history of labor in America with emphasis upon post-Civil War trade union development; an analysis of the structure and functions of the various units of labor organization, ranging from the national federation to the local union; and some consideration of special problems and activities, such as democracy in trade unions and health and welfare plans, as well as of various types of unions, such as those in construction, maritime trades, entertainment, transportation, and basic industry.

703 Collective Bargaining II Credit three hours. Spring term. Prerequisite: ILR 700 or equivalent. D. Cullen, J. Gross, V. Jensen, T. Kochan, D. Lipsky, or P. Ross.

A detailed study of contract making and administration with particular reference to recent trends and problems in collective bargaining. Attention will be given to several representative industries, and prevailing agree-

ments and case problems will be studied. A major research paper is usually required.

704 Research Seminar in the History of Labor in the Nineteenth Century Credit three hours. Fall term. Offered in odd-numbered years only. G. Korman.

A seminar in the social history of the nineteenth century devoted to the study of workers in urbanizing and industrializing communities. Research ventures will extend across the various fields of history combining in particular the traditional field of labor history with aspects of urban and business history.

705 Problems in Labor Law Credit three hours. Fall or spring term. K. Hanslowe, J. McKelvey, A. Smith, or B. Yaffe.

Intensive analysis of selected groups of legal problems arising out of labor relations and arbitrations, based on documentary materials including briefs, minutes, court and agency proceedings. Weekly or biweekly written reports are required.

706 Collective Bargaining Credit three hours. Fall and spring terms. D. Cullen, J. Gross, G. Hildebrand, V. Jensen, T. Kochan, D. Lipsky, J. McKelvey, or P. Ross.

An analysis of various aspects of collective bargaining, with particular emphasis upon the negotiation process, contract issues of current and future significance, and student research papers.

707 Research Seminar in Public Sector Collective Bargaining Credit three hours. Spring term. Students must have a basic familiarity with statistical analysis (correlational and multivariate techniques) and must be interested in theoretical and empirical research on issues related to public sector labor relations. T. Kochan.

(1) Discussion of the role of theory in collective bargaining research. Issues such as what is a theory, how is a theory constructed and made operationally testable, and what kinds of theoretical frameworks have been used in public sector research will be addressed. (2) Determination of what alternative research strategies have been used and might be used in collective bargaining research. (3) Evaluation of existing theoretical and empirical research in the public sector. (4) Analysis of current and future research needs. (5) Discussion of student research papers. (6) Workshops with guest researchers. Each student will be required to submit a seminar paper.

799 Directed Studies Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

Economic and Social Statistics

P. McCarthy, chairman; I. Blumen, I. Francis.

210 Statistics I (Statistical Reasoning)

Credit three hours. Either term.

An introduction to the basic concepts of statistics: description of frequency distributions (averages, dispersion, and simple correlation) and introduction to statistical inference. Prerequisite to certain of the specialized courses on applications of statistics offered in various departments.

211 Economic and Social Statistics

Credit three hours. Spring term. Prerequisite: ILR 210.

Application of statistical techniques to the quantitative aspects of the social sciences and industrial and labor relations. Topics illustrative of the material to be covered are construction and use of index numbers, time-series analysis, elements of the design of sample surveys, multiple regression and correlation, and a brief introduction to automatic data processing.

310 Design of Sample Surveys

Credit three hours. Spring term. Prerequisite: one term of statistics.

Application of statistical methods to the sampling of human populations. A thorough treatment of the concepts and problems of sample design with respect to cost, procedures of estimation, and measurement of sampling error. Analysis of nonsampling errors and their effects on survey results (e.g., interviewer bias and response error). Illustrative materials will be drawn from the fields of market research, attitude and opinion research, and the like.

311 Statistics II

Credit four hours. Fall term. Prerequisite: Statistics 210 or permission of the instructor.

An intermediate, nonmathematical statistics course emphasizing the concepts associated with statistical methods. Includes a treatment of estimation and tests of hypotheses with reasons for choice of various methods and models. Application to problems involving percentages, means, variances, and correlation coefficients with an introduction to nonparametric methods, analysis of variance, and multiple regression and correlation.

410 Techniques of Multivariate Analysis

Credit three hours. Fall term. Prerequisite: ILR 311.

An advanced undergraduate and beginning graduate course emphasizing the techniques of multivariate statistical analysis, together with a discussion of underlying assumptions and

illustrations of applications. There is no mathematical prerequisite, but some matrix algebra and related topics will be introduced. Techniques covered will include multiple regression and correlation, principal components, correlation between sets of variables, tests of hypotheses on sets of means and variances, multivariate analysis of variance, multivariate methods for ranked and qualitative variables, discrimination between populations, and applications of modern computing techniques in multivariate analysis.

411 Statistical Analysis of Qualitative Data

Credit three hours. Spring term. Prerequisites: ILR 311 and permission of the instructor.

An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates, paired comparisons, rank-order methods, and other nonparametric statistical techniques, including those related to chi-square.

499 Directed Studies

Credit three hours.

Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of pre-registration to arrange for formal submission of their projects for approval by the Academic Standards Committee.

710 Economic and Social Statistics

Credit three hours. Fall and spring terms.

A nonmathematical course for graduate students in the social studies without previous training in statistical method. Emphasis will be placed on discussion of technical aspects of statistical analysis and on initiative in selecting and applying statistical methods to research problems. The subjects ordinarily covered will include analysis of frequency distributions, regression and correlation analysis, and selected topics from the area of statistical inference.

711 Seminar in Statistical Methods

Credit three hours. Fall term. Prerequisite: ILR 311 or equivalent.

The planning and analysis of experiments in the social sciences. Topics to be included are: (a) the limitations of experiments in the social sciences; (b) an appreciation of the experimental designs common in the social sciences; (c) the analysis of the designs in (b); (d) the use of the computer in the analysis of these experiments, principally using packaged programs, but also some simple programming.

712 Theory of Sampling Credit three hours. Fall term. Prerequisite: calculus and at least one semester of mathematical statistics.

A companion course to ILR 310, Design of Sample Surveys, stressing the development of the fundamentals of sampling theory. Attention will be paid to recent progress in the field.

Occasional illustrative material will be given to indicate the application of the theory.

799 Directed Studies Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

Organizational Behavior

G. Gordon, chairman; H. Aldrich, S. Bachrach, L. Gruenfeld, T. Hammer, A. Nedd, N. Rosen, R. Stern, H. Trice, W. Whyte, L. Williams.

Graduate students majoring or minoring at the master's or doctoral level in the area of organizational behavior will normally complete the core offering in this area, ILR 720, 721, Organizational Behavior I and II. Depending upon the nature of the program of the individual student, both courses may be taken in the same term, or in different terms with either course preceding the other. In addition, graduate students majoring in organizational behavior will normally take ILR 723-724, Behavioral Research Theory, Strategy and Methods I and II and an appropriate statistics course. Further details on Ph.D. requirements are included in the Department's annual brochure.

120-121 Society, Industry, and the Individual Throughout the year. Credit three hours a term.

ILR 120, the first semester in a one-year sequence, deals with the relationship between industry and the economy as a whole and its implications to other social institutions in American society such as the family, the system of stratification, the political system, and American value systems. Comparisons with other societies are made. ILR 120 also deals with the nature of industrial organizations and of complex organizations in general, particularly the system of authority and the division of labor, as well as such processes as goal setting, the system of rewards and punishments, etc.

ILR 121 deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, perception, attitude formation, and decision making. It describes and examines the individual as a formal and informal group member. Within this area, particular emphasis is placed on leadership, problem solving, and conflict resolution.

221 Social Issues and Social Theory in Industrial Society Credit three hours. Spring term. Permission of the instructor required. G. Gordon.

Experimental course. Explores the viability of concepts developed in course 120 in order to increase our understanding of problems resulting from living in an industrial society.

222 Studies in Organizational Behavior Credit three hours. Spring term. This course is intended as a sequel to ILR 120-121. Open to sophomores, juniors, and seniors with permission of the instructor.

Various types of organizations—voluntary associations, business firms, and government agencies—will be discussed in light of some contemporary theories of organizations. The theories will be critically reappraised in relation to the case material presented.

320 Fieldwork Methods Credit four hours. Fall term. Permission of the instructor required. Enrollment limited. W. Whyte.

Designed to provide an introduction to the fieldwork methods (interviewing and observation) that are particularly appropriate to the exploratory stage of research. Students will work together in small groups, each group being responsible for a particular project. If the project requires utilization of other research methods also, such guidance will be provided. The course will be devoted to the study of certain aspects of the social structure and culture of Ithaca and Tompkins County. For admission, students are required to submit to the instructor a statement of not more than a page describing the problem on which they would like to work. While every effort will be made to adapt the course to student interests, experience suggests that students learn more when they work on a small group project than when each individual undertakes a separate project.

322 Cross-cultural Studies of Organizational Behavior Credit three hours. Fall term. Prerequisite: ILR 120-121 or equivalent introductory courses to the behavioral sciences including sociology and social psychology. L. Gruenfeld.

Comparisons of organizations in terms of cultural similarities and differences. Organizational processes in both industrially advanced and developing societies will be examined. Varying attitudes toward work, achievement, and authority will be compared. The implications of these differences for the transfer of technological and organizational change will be highlighted. Sociological and social-psychological theories and constructs provide the framework for discussion.

323 Introduction to the Study of Attitudes

Credit three hours. Fall term. Open to juniors and seniors. T. Hammer.

Designed to acquaint the student with what is known about (1) origins of human attitudes, (2) the determinants of attitude change, and (3) the measurement of attitude differences. Studies employing clinical, experimental, and survey techniques will be discussed. Each student will design, execute, and analyze a research study of his or her own.

324 Organizations and Deviant Behavior

Credit three hours. Spring term. Open to juniors, seniors, and graduate students. Prerequisite: one or more courses in both sociology and psychology. H. Trice.

Focus is on the relationships between organizations and deviant behavior. Covers (1) the nature and etiology of psychiatric disorders, particularly schizophrenia, the psychoneuroses, and psychosomatic disorders; (2) organizational factors related to these disorders and to the more general phenomena of role conflict and stress; (3) an examination of alcoholism as a sample pathology, in terms of personality characteristics and precipitating organizational factors; (4) evaluation of organizational responses to deviance; (5) the nature of self-help organizations such as Alcoholics Anonymous; and (6) the structure and functioning of the mental hospital.

325 Field Research in Community Organization

Credit three hours. Spring term. Permission of the instructor required. Enrollment limited. H. Aldrich.

A seminar for students interested in pursuing field research projects on which a substantial amount of work has already been completed. Students will be required to have had some previous training in field methods. Emphasis will be placed on integrating field research with theories of the urban community.

326 Sociology of Occupations

Credit three hours. Spring term. Open to juniors, seniors, and graduate students and to sophomores with permission of the instructor. Prerequisite: one or more courses in sociology or permission of the instructor. H. Trice.

Focuses on (1) the changing character of American occupations within the context of social change; (2) occupational status—differences in income, prestige, and power and the resultant general phenomenon of social stratification; (3) vertical and horizontal occupational mobility; (4) recruitment and socialization into occupational roles; (5) the process of professionalization; and (6) comparison of personnel occupations with the career and organizational patterns of other occupations.

327 Psychology of Industrial Conflict

Credit three hours. Fall term. Open to juniors, seniors, and graduate students. Permission of the instructor required.

An application of frustration theory to the analysis of conflict and stress in organizations and society. Comparisons are made between industrial relations, race relations, international relations, and other settings. Readings include behavioral research findings from a variety of studies in industry. Relevant contributions from experimental, social, and clinical psychology also are considered.

328 Cooperation, Competition, and Conflict Resolution

Credit three hours. Spring term. Prerequisite: two courses in social psychology or equivalent. Consent of the instructor required.

An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention will be devoted to studying factors that contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics will be studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractionating and escalating conflict, etc. Personality and situational factors that regulate conflict intensification will be stressed.

420 Group Processes

Credit three hours. Fall term. Preference given to seniors and graduate students. Permission of the instructor required.

An advanced undergraduate and beginning graduate course emphasizing group development. Readings and discussion will be concerned with interpersonal attraction, conformity, interaction process, leadership, group effectiveness, norms, etc. Laboratory experiences in group tasks will be provided.

421 Social Organization of the Urban Community

Credit three hours. Fall term. H. Aldrich.

An examination of the social organization of the urban community, focusing on ethnic and racial ghettos, the police and organized crime, business and industrial organizations, and political and educational organizations. The urban community will be treated as consisting of specialized activity systems, with a view toward studying the interrelation of the various systems.

Special attention will be given to community conflict, e.g., civil disorder, community control of schools, and urban renewal. Students will be expected to take part in a research project dealing with an urban issue.

423 Evaluation of Social Action Programs

Credit three hours. Fall term. H. Trice.

A consideration of the principles and strategies involved in "evaluation research." First, a look at objective research designs whose aim is to determine the extent to which change agents in fields such as training and therapy accomplish their goals. Second, consideration of the adaptation of these strategies to large social contexts, e.g., child guidance clinics, mental health clinics, and programs in the poverty areas such as Head Start. Finally, consideration of the organizational circumstances most favorable to the introduction of program assessment and the organizational structures most amenable to the strategies of evaluation. Students apply academic materials to specific social action programs.

499 Directed Studies Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval by the Academic Standards Committee.

620 Theories and Methods of Organizational Change Credit four hours. Spring term. Open to graduate students and upperclass students. Prerequisites: ILR 720, 721 and/or consent of the instructor.

This seminar will explore the notion that organizations can be seen as political entities and, further, that the dynamics of social stability are perhaps stronger than pressures for change. The seminar will try to develop a political conceptual framework with which to evaluate the organizational change literature. Several case studies of significant structural changes in organizations (unions, universities, hospitals, and government) will be examined. The emphasis in the course is on the development of a conceptual framework to understand and evaluate proposed strategies for change. This is not a how-to-do-it course. The readings are interdisciplinary (in sociology, psychology, and political science).

621 Management of Science Credit three hours. Spring term. Open to undergraduates with permission of the instructor. G. Gordon.

Treats the management of science on both the micro and macro levels. It will examine empirical findings as they bear on national policy with respect to science, and environmental settings that inhibit or stimulate accomplishment. Emphasis will be placed on current problems such as freedom and control of science, scientific secrecy, bureaucracy and creativity,

financial and political underpinnings of research, and the emerging social structures in scientific organizations.

622 The Organization and Its Environment

Credit three hours. Spring term. Enrollment limited to twenty with the permission of the instructor. H. Aldrich.

A survey of the literature on organization-environment and interorganizational relationships. Emphasis will be on two tasks: developing typologies of interorganizational relations, and exploring methods of measuring or quantifying such relations. Students in the seminar will be expected to write a research paper in which they apply an organization-environment or interorganizational perspective to a particular set of organizations.

624 Individual Differences and Organizational Behavior

Credit three hours. Fall or spring term. Prerequisites: ILR 710, 720, and 721 or equivalent. Advanced undergraduates by permission of the instructor.

A substantive analysis of the accumulated research evidence on the relationship of human ability, aptitude, and interest patterns to significant criteria of organizational effectiveness. Such variables as intelligence, task expertise, motor skills, clerical skills, cognitive styles, interaction potential, and vocational interest profiles will be emphasized. A variety of occupational categories and organizational settings will be included. Racial and age variables will also be considered.

625 Cross-cultural Studies of Work and Institutional Development

Credit three hours. Fall term. Permission of the instructor required. W. Whyte and L. Williams.

A research seminar devoted to the analysis of survey and anthropological field reports from Peruvian villages, industrial plants, schools, and from comparable United States organizations. Each student will select a problem area for analysis and will write a research paper.

627 Leadership in Organizations

Credit three hours. Spring term. Permission of the instructor required.

A seminar designed to examine theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations.

Personality, situational factors, intragroup processes, interpersonal perception, as well as motivation to lead and to follow, will be discussed. The implications for leadership training, organization development, and action research will be explored.

628 Cross-cultural Studies of Organizational Behavior Credit three hours. Fall or spring

term. Prerequisite: ILR 720 or ILR 721 or equivalent. Open to graduate students and upperclass students with consent of the instructor. Enrollment limited to twenty. L. Gruenfeld.

An advanced seminar that will deal with cross-cultural studies in values, interpersonal relations, and organizational structure. The appropriateness of various organizational strategies to certain cultural and subcultural contexts will be considered. Problems relating to authority, decision making, achievement motivation, and change will be highlighted. The consequences of these considerations for the transfer of technology and organizational development will be discussed. Implications for the establishment for new organizational strategies in highly developed and technologically sophisticated organizations as well as organizations in underdeveloped countries will be examined.

629 Seminar on Personality and Organization Credit three hours. Spring term. Prerequisites: ILR 720 and 721 or permission of the instructor. L. Williams.

A seminar that attempts to integrate available research and focuses on both personality and organizational variables. Investigations in the field of culture and personality will be examined for their utility in the understanding of organizational functioning. The relationship of personality to economic development will also be examined. Each participant will be encouraged to write a term paper on the inter-relationship of technology and values.

670 Sociological Study of Power Credit three hours. Fall term. Open to graduate students and seniors with permission of the instructor. S. Bachrach.

This course will come to grips with the empirical, conceptual, and theoretical issues involved in the study of power. Power will be analyzed within the context of an interaction paradigm and thus, while the major emphasis of this course will be on the examination of power dispersion in organizations and communities, relevant social-psychological literature will also be drawn upon. Among the various works to be considered are those of Gamson, Blau, and Dahl.

720 Organizational Behavior I Credit three hours. Fall term.

Survey of concepts and studies from the fields of individual and social psychology selected for their pertinence to the area of organizational behavior. The relationship between research findings and application to organizational problems will be stressed. Consideration of individual differences of various kinds, attitude formation and its relation to social processes, factors affecting different kinds of learning,

motivation and its relationship to productivity, perception and its relationship to evaluation of performance, leadership and the influence process, group formation and its effect on the individual and the organization.

721 Organizational Behavior II Credit three hours. Spring term.

Formal organizations will be studied from the perspectives of classical organization theory, human relations theory, and comparative and cross-cultural analysis. Also consideration in some detail of the contemporary theories and quantitative approaches to organizational structure. Intended to be preliminary to more intensive work in organizational behavior.

722 Theories of Organization Credit three hours. Fall or spring term. Prerequisite: ILR 721. Permission of the instructor required.

Intended for students interested in more intensive work in theories of organizations and organizational behavior. Writings in the now extensive field of organizational theory will be examined. These may include the following: intellectual predecessors of the field Marx, Weber, and Durkheim. Contemporary works of organizational theory may include Homans, Blau, Caplow, Barnard, March and Simon, Etzioni, Crozier, Dahrendorf.

723 Behavioral Research Theory, Strategy and Methods I Credit variable. Fall term. Permission of the instructor required.

Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll. Units of material to be included in 723 and 724 are (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; and (5) the use of documents and qualitative data analysis. The course will provide students with important philosophical backgrounds for doing research and expose them to a well-balanced, interdisciplinary set of quantitative and qualitative research tools. Readings will be supplemented by projects and laboratory exercises.

724 Behavioral Research Theory, Strategy and Methods II Credit variable. Spring term. Permission of the instructor required. Must be taken in sequence with ILR 723 except by petition. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

725 Analysis of Published Research in Organizational Behavior Credit three hours. Fall term. Prerequisites: ILR 720-721 and one year of statistics.

An advanced research methods course that critically examines published research papers in terms of research design and method as well as theory in the field of organizational behavior.

726 Organizational Behavior III Credit three hours. Fall or spring term. Prerequisites: ILR 720 and 721 or equivalent.

A team-taught comparison of different disciplinary approaches to organizational analysis and models. Emphasis will be placed on integrating different disciplinary approaches to selected organizational phenomena such as change and innovation, decision making and information processing, reward structures, conflict resolution, and others.

727 Proseminar in Organizational Behavior Credit three hours. Spring term. Open only to graduate students.

A research-oriented proseminar on selected topics in organizational behavior. Discussion and critical evaluation of current journal articles dealing with such topics as motivation and work, leadership, individual differences, cognitive styles, interpersonal bargaining, cross-cultural studies, and organizational change.

728 Seminar on Work Motivation Credit four hours. Spring term. Prerequisites: ILR 720 and 721. T. Hammer.

The course will provide an overview of basic concepts of human motivation with the implication for theory and research. The purpose will be to gain a basic understanding of theoretical issues involved in work motivation and knowledge of basic research approaches and results as these apply to individuals and groups in formal organizations.

799 Directed Studies Credit to be arranged. Fall and spring terms. For individual research conducted under the direction of a member of the faculty.

International and Comparative Labor Relations

J. Windmuller, chairman; M. Clark, W. Galenson, G. Hildebrand, M. Neufeld, W. Whyte.

330 Comparative Industrial Relations Systems I Three or four hours credit. Fall and spring terms. Prerequisite: for non-ILR students, ILR 150 or consent of the instructor. W. Galenson or J. Windmuller.

An introductory course concerned with the history, structure, institutional arrangements, and philosophy of the labor relations systems of several countries in advanced stages of industrialization. Countries to be examined include Great Britain, France, Germany, Sweden, and others.

331 Comparative Industrial Relations Systems II Three or four hours credit. Spring term. Prerequisite: for non-ILR students, ILR 150 or consent of the instructor. W. Galenson or J. Windmuller.

A comparative review of labor problems in countries in early and intermediate stages of economic development. The course surveys the development of the industrial labor force, the evolution and functions of labor organizations, the role of government in industrial relations, the emergence of different patterns of labor-management relations, and problems of employment and wages in relation to economic growth.

430 European Labor History Credit three hours. Fall term. Limited to fifteen students. J. Windmuller.

A reading course on the development of trade unions and other working-class organizations in major European countries in the nineteenth and twentieth centuries. Countries to be studied include Great Britain, France, Germany, and Russia. Some attention will also be devoted to the development of international labor movements. Emphasis will be on the emergence of trade unions, the main ideologies influencing them, the significance of political party-trade union links, the growth of industrial relations systems, and the evolution of public policies.

499 Directed Studies Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval by the Academic Standards Committee.

630 Seminar in International and Comparative Labor Problems Credit three hours. Spring term. Prerequisite: ILR 330 or 331 or consent of the instructor. J. Windmuller.

Students will examine selected problems in labor relations in the light of international and comparative experience and will be expected to prepare, discuss, and defend individual research papers. Seminar topics will vary from year to year in line with student and faculty interests. The topic for 1974 was labor aspects of multinational corporations. Future topics may include trade unions and politics, worker participation in management, industrial conflict, and international labor movements.

635 Working Women in Nine Countries Credit three or four hours. Fall term. Pre-

requisite: one course in labor relations, economics, comparative government, or women's studies. A. Cook.

The course will draw on newly assembled materials from nine countries, with particular attention to the factors bringing women into the labor market. Special emphasis will be placed on the contrast between conditions, programs, and goals of Communist and non-Communist countries in this regard. Students will develop individual studies based on the available materials on such topics as occupational selection, training, retraining, and on-the-job training and promotion; wage classifications and payment systems; maternity and child care leave and other legislation particularly affecting women; on community support programs for working mothers including child care, transportation, health and recreation programs for mothers and children, housing, housekeeping, and time use. Knowledge of French, German, Polish, Russian, Chinese, or Japanese will be useful.

730 Comparative Industrial Relations Systems I Credit three hours. Fall and spring terms. Not open to ILR undergraduate students. Prerequisite: for non-ILR graduate students, consent of the instructor. J. Windmuller.

For description, see course 330 above.

731 Comparative Industrial Relations Systems II Credit three hours. Spring term. Not open to ILR undergraduate students. W. Galenson.

For description, see course 331 above.

799 Directed Studies Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

Labor Economics and Income Security

G. Clark, chairman; R. Aronson, R. Ehrenberg, R. Ferguson, W. Galenson, G. Hildebrand, D. MacIntyre, D. MacKay, F. Slavick, R. Smith, V. Stoikov.

140 Development of Economic Institutions Credit three hours. Fall term. Permission of the instructor required for non-ILR students. G. Clark.

Designed to give the student an understanding of the historical development of our economic institutions and the nature of the problems incident to economic change and development as part of the background for understanding and analysis of important present-day issues.

Attention is focused on the agricultural, commercial, and industrial revolutions, tracing their development from their beginnings in Western Europe to the present.

240 Economics of Wages and Employment Credit three hours. Fall and spring terms. Prerequisites: Economics 101 and 102 (College of Arts and Sciences) or equivalent.

An introduction to the characteristics of the labor market and to analysis of wage and employment problems. Among topics studied are the composition of the labor force, job-seeking and employment practices, methods of wage determinations, theories of wages and employment, economic effects of unions, the nature and causes of unemployment, and programs to combat joblessness and poverty.

340 Economic Security Credit three hours. Fall term. D. MacIntyre and F. Slavick.

History, philosophies, and the economic and social effects of social security measures. Analysis of programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private and voluntary efforts to provide security, and the problems of integrating public and private programs. An examination is made of proposals for amending or modifying economic security measures, including guaranteed income proposals.

341 Protective Labor Legislation Credit three hours. Spring term. F. Slavick.

A survey of the nature of the problems and the basis for state and federal legislation in fields such as discrimination in employment, migratory labor, industrial health and safety, minimum wages and maximum hours, and child labor.

Special attention is given to the problem of maintaining a proper balance between the efforts of industry, organized labor, and government in the development of labor standards. Proposals for amending existing legislation will be discussed.

343 Problems in Labor Economics (also listed as Economics 342.) Credit four hours. Spring term. Prerequisite: Economics 101 and 102 (College of Arts and Sciences). ILR 240 recommended. G. H. Hildebrand.

An advanced course concerning the institutional organization of labor markets, economic analysis of their operation, and major policy questions involved. Principal topics include wage and employment theory, determinants of wage level and structure, technological change, unemployment, income distribution, inflation and incomes policy.

344 Comparative Economic Systems: Soviet Russia Credit four hours. Spring term.
G. Clark.

A comparative analysis of the principles, structure, and performance of the economy of Soviet Russia. Special attention will be devoted to industry and labor.

346 Economics of Collective Bargaining Credit three hours. Spring term. Enrollment limited to seniors. Permission of the instructor required. R. Ferguson.

Economic aspects of contract negotiation: management and union goals, nature of bargaining power, strategy and tactics of negotiation, use of economic criteria in deciding term of employment. Students participate in a series of simulated contract negotiations.

347 Capitalism and Socialism Credit four hours. Fall term. Limited to juniors and seniors. G. H. Hildebrand.

Capitalism as a type of economic organization and idea system. Smith's view and Marx's critique. The achievements of capitalism. Some current issues: stability, inflation, monopoly, distribution, costs of growth, and industrial relations. Socialist criticisms. Types of socialist thought. Some problems of socialism; the place of the state and the question of scarcity. Central planning. Recent appraisals of capitalism and socialism: Schumpeter, von Mises, Sweezy, Pigou, Galbraith, and Friedman.

440 Health, Welfare, and Pension Plans Credit three hours. Spring term. Open only to seniors and others with permission of the instructor. Enrollment limited to fifteen.
D. MacIntyre.

An analysis and appraisal of private health, welfare, and pension plans. A consideration of the origin and development of employer, union, and joint programs; and a critical examination of the financing, administration, and general effectiveness of the plans.

441 Income Distribution Credit three hours. Fall term. R. Ferguson.

The sources and distribution of income in the United States. Examination of theories, facts, and value judgments regarding labor, entrepreneurial, and capital shares; personal incomes; and policies influencing their distribution.

499 Directed Studies Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration limited to seniors who have demonstrated ability to

undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of pre-registration to arrange for formal submission of their projects for approval by the Academic Standards Committee.

640 Economics of Manpower Credit three hours. Fall term. Prerequisite: ILR 740 or equivalent background. Open to qualified undergraduates only by permission of the instructor. R. Aronson.

Analysis and examination of selected issues in manpower planning. Among topics covered are labor force development and behavior, occupational choice and occupational mobility, human capital formation, labor market information, and the economics of high-level manpower. Methodologies of projecting labor force and manpower requirements and evaluating manpower programs are also systematically covered. Additional topics will be developed in accordance with student interests and preference.

641 Comparative Economic Systems: Soviet Russia Credit three hours. Fall and spring terms. Open to undergraduates with permission of the instructor. Prerequisite: ILR 344.
G. Clark.

Preparation and discussion of individual papers on selected topics concerning the Soviet economy.

643 Special Topics in Labor Economics Credit three hours. Fall or spring term. Prerequisite: graduate standing or consent of the instructor.

Devoted to new policy issues and to recent literature in the field. The specific content and emphasis will vary from year to year and in response to interests of the faculty member teaching the course.

740 Labor Economics Credit three hours. Fall and spring terms. Required of graduate students majoring or minoring in labor economics and income security and M.I.L.R. candidates. Not normally open to undergraduates. Prerequisites: Economics 101 and 102 (College of Arts and Sciences) or equivalent. Enrollment limited to twenty students each term. V. Stoikov and others.

Economic issues in the employment and compensation of labor. Topics discussed include labor force growth and composition, structure and functioning of labor markets, unemployment, wage theories, wage levels and structures, the economic influence of unions, income distribution, and the problem of poverty.

741 Social Security and Protective Labor Legislation Credit three hours. Fall term.

Normally required of graduate students majoring or minoring in labor economics and income security and required of M.I.L.R. candidates. F. Slavick.

The fundamental aspects of employee protection and income security. Emphasis will be placed upon state and federal minimum wage and hour laws, antidiscrimination legislation, laws affecting migratory agricultural labor, employee benefit programs, social insurances, and public welfare programs. The underlying causes of the legislation, as well as the legislative history, the administrative problems and procedures, and the social and economic impact of the legislation will be studied. Proposals for amending or modifying existing legislation, including proposals for guaranteed income programs, will be examined.

742 Seminar on Investment in Man Credit three hours. Spring term. Prerequisite: ILR 740 or equivalent background. V. Stoikov.

This seminar will cover activities that influence future monetary and psychic income by improving the resources in people. The investments covered include schooling, on-the-job training, medical care, migration, and the search for information on prices and incomes—with main emphasis on education and health. A last section covers educational planning.

744 Seminar in Labor Economics (also listed as Economics 641) Credit three hours. Fall term. G. H. Hildebrand.

Reading and discussion of selected topics in labor economics.

745 Seminar in Labor Economics (also listed as Economics 642) Credit three hours. Spring term.

Reading and discussion of selected topics in labor economics in the fields of theory, institutions, and policy.

799 Directed Studies Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

940 Workshop in Labor Economics Credit three hours. Fall and spring terms. Hours to be arranged.

Designed for Ph.D. students at the dissertation writing stage. Concern primarily will be with the formulation, design, and execution of dissertations. Preliminary plans and portions of completed work will be presented to the workshop for discussion.

Manpower Studies

F. Miller, chairman; T. DeCotiis, L. Dyer, J. Farley, F. Foltman, W. Frank, G. Milkovich,

R. Risley, R. Rivera, V. Stoikov, W. Wasmuth, W. Wolf.

260 Urban Problems and Manpower Programs

Credit four hours. Fall term. Open to sophomores and juniors, permission of the instructor required. Enrollment limited to fifteen students. R. Risley.

A seminar in the uses of continuing education programs for resolving selected urban problems in the manpower-poverty area. Giving special emphasis to the Extension and Public Service activities at ILR, the course will explore the nature of adult learning (especially among "culturally disadvantaged" populations); educational methodology and program development with adult groups; and the effectiveness of skill advancements or job upgrading programs. Included will be consideration of both public and private programs designed to improve and upgrade employees. Guest lecturers from programs currently going on in metropolitan centers will be widely used. The seminar will include field experience in urban problems.

261 Manpower and Public Policy Credit three hours. Spring term. Open to sophomores, juniors, and seniors.

The course will concentrate on the macro-economic facets of the United States manpower policies and programs, their history, development, implementation, evaluation, impact, theoretical foundation, and future. Some of the topics and areas of concentration to be included are: historical development from Manpower Development Training Act to the present; economic and social foundation for having a manpower policy; the policy process of designing and implementing manpower programs; discussion and evaluation of the major federal programs; relationship of manpower policies and programs to fiscal, and welfare policies; relationship of manpower policies to the interests and goals of trade unions; introduction to human capital theory and returns to training and education; discrimination and manpower programs—sex, race, and youth; special problems of youth and the labor market; the future of manpower programs and policies; and manpower revenue sharing.

360 Manpower and Organization Management Credit three hours. Spring term.

Focuses on the management of personnel in organizations. Deals with manpower planning, recruiting, selection, wage and salary administration, training, performance appraisal, organizational development, and the administration of personnel department activities. Special attention is paid to government manpower policy and its implications to personnel management.

362 Design and Administration of Training Programs

Credit three hours. Fall term.
F. Foltman.

An analysis and exploration of the training and retraining function as applied in business, government, and industrial organizations. Consideration is given to the conceptual framework in which learning activities are developed at the workplace at all levels. Included are various teaching methods such as vestibule schools, on-the-job training, conference discussion, role playing, programmed instruction, sensitivity training, and the utilization of audio-visual materials. Consideration is given to managerial, supervisory, and manual skills. Particular emphasis is placed on integrating public and private efforts for training and development.

363 Techniques and Theories of Training in Organizations

Credit three hours. Fall term.
F. Foltman or W. Frank.

Deals with the methods used, formally and informally, by organizations for training personnel at all levels. These methods will be compared with relevant psychological formulations of the problems of learning. The place of practice, understanding, and motivation in the acquisition of motor and other skills; the use of the case and incident method; learning techniques in a group setting (discussion and role playing); learning during performance appraisals; learning as a result of identification. Various teaching methods will be practiced.

364 Communication in Organizations

Credit three hours. Fall term. W. Frank.

Devoted primarily to the study and analysis of the major concepts and research done in communication theory. Although primary emphasis will be devoted to an examination of the process of communication, analysis of communication breakdown within organizations will also be a major concern. The basis for this analysis will be structured on a consideration of communication models, diffusion process, meaning and language, organizational communication, channels and networks, technical language systems, learning, persuasion, and attitude change.

365 The Management of Complex Organizations

Credit three hours. Fall term. Open to juniors and seniors. Enrollment limited to twenty students. W. Wolf.

A case-study seminar exploring the practices and problems of the management of multi-industry, multinational firms. Emphasis is on management practices and their implications to manpower utilization.

366 Women at Work

Credit four hours.

Spring term. J. Farley, F. Miller.

This course examines various aspects of female occupational roles in twentieth-century United States. Historical, social, and legal factors that influence women's choice of careers, work socialization and training, and subsequent labor market experience. How does being female affect entry jobs; opportunities for advancement, income relative to men? Occupations in which women predominate will be compared to occupations in which women are under-represented. What are the role characteristics of being a working mother, a professional woman, a boss? An independent project will be central to evaluation of course performance.

367 Organization Development: Strategy and Practice

Credit three hours. Fall term.

F. Foltman.

The study of models, theories, and methods used in changing entire organizations or major organizational subunits. Consideration will be given to current methods and strategies for improving individual or group performance, including laboratory training, consultancy, sensitivity training, grid training, and other planned interventions. Organizations development approaches are compared and contrasted with classical individual training models.

460 Field Studies in Community Manpower Planning and Development

Credit three hours.
Spring term. Permission of the instructor required. F. Foltman.

An analysis of manpower planning and development processes at a local level (one city in Upstate New York). Supervised field studies and research will be directed towards a study of the manpower consequences resulting from urban development and the construction of a large state-operated facility in this community. Students are expected to conduct field interviews and to do field research relating to projection of job requirements; role of unions; management and government agencies in local manpower planning and development; and to the role of the community organizations in these processes. One weekly meeting is scheduled to consider related theory, history, institutional aspects, and public policy.

461 Field Studies in the Development of Management Training Programs

Credit three hours. Spring term. Open to upperclass students by permission of the instructor. Enrollment limited to eight students. W. Frank.

Will provide direct field experience and diagnosis of managerial training needs within four different organizations and will involve the design and construction of actual training programs. Each student will conduct interviews, observe work activity, study past training activity, and attempt to gain a general understanding of the basic operation of the particular organization to which he or she is assigned.

The student will then develop a detailed proposal for subsequent training activity within the organization, including development of materials to be used as well as the basic format for the training sessions. Class and reading assignments will be in the field of industrial training and adult education, with individual assignments contingent on the varying organizational assignments.

462 Occupational Analysis and Manpower Planning Credit three hours. Spring term. Prerequisite: ILR 360, 151, 760, or equivalent. F. Miller.

The course combines a practicum aspect—intensive practice in job analysis observations and interviews—with systematic study of how occupational information so obtained can be used in manpower planning at the level of the community or the work organization.

499 Directed Studies Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval by the Academic Standards Committee.

650 Manpower and Collective Bargaining Problems in the Construction Industry Credit three hours. Spring term. Open to seniors and graduate students and non-ILR students with permission of the instructor. D. Cullen, F. Foltman.

The seminar will examine selected manpower and collective bargaining problems in the construction industry, such as supply and demand of construction manpower, the Negro and the building trades, skilled manpower forecasting and planning, skill requirements, education and training, personnel management policies and practices, the wage-price issue, the closed shop, featherbedding, jurisdictional disputes, and problems of bargaining structure. Individual research is required.

660 Seminar in Manpower and Organizational Management Credit three hours. Fall and spring terms.

A seminar in which intensive study will center on one or two specific areas of manpower and organization management. Selection of study areas will be jointly determined by student and instructor.

The fall semester will concentrate on problems of national manpower policy and its imple-

mentation at local levels. Affirmative action and antidiscrimination efforts will be reviewed. Problems of coordinating the delivery of services in communities under current federal revenue-sharing legislation and how communities develop structures for setting policy priorities and evaluating programs will engage the attention of the class for the greater part of the semester.

In the spring semester, acceptable topics for intensive study include manpower planning and forecasting, compensation, justice processes, training and development, or other organizational manpower processes. Individual or group research may also focus on external influences or organizational manpower policies, practices, and strategies.

661 Public Policy and Development of Human Resources Credit three hours. Fall term. F. Foltman.

Analysis of the need for development of human resources, trends in work force requirements and implications for public policy, the role of government and educational institutions in providing development programs, and the effectiveness of such programs. Examination of the rationale, organization, and administration of specific programs, such as apprenticeship; vocational and technical schools; technical institutes; university programs for development of technical, scientific, and managerial skills; and the foreign technical assistance program. Implications and problems of public support for the development of human resources are studied.

662 Management Training Simulation: Public Policy Issues in Social Agencies Credit three hours. Fall term. Open to seniors and graduate students with consent of instructor. Enrollment limited to fifteen students. W. Wasmuth.

The seminar will be conducted through the technique of simulation applied to a rehabilitation workshop and a hospital. Although the substantive material relates to health services management, simulation as an approach to training managers has wider and growing importance to all types of organizations. A key factor in simulation training is the high degree of involvement of participants in teams to set goals and identify problems and possible solutions. For example, students are provided with realistic problem-solving situations involving boards of directors, community resources, public policy issues, state and federal agencies, and so forth. The seminar will focus on a variety of aspects of the management process and on the dynamic changes that occur in organizations. The content of the seminar will be research findings, selected readings, and project reports.

663 History of Contemporary Management Thought Credit three hours. Fall term. W. Wolf.

A critical review of the works of the major contributors in terms of the development of their ideas and impacts. Tape recorded interviews with Barnard, Simon, Drucker, Urwick, and others will be studied.

664 Management and Leadership Development Credit three hours. Fall term. Consent of instructor. L. Dyer.

Study of the factors affecting the growth and development of managers and leaders in industrial and other organizations. Consideration is given to both individual and organizational determinants of managerial effectiveness and methods used to influence these. Topics include defining and measuring managerial effectiveness, motivation theory, staffing at the managerial level, individual training and development, and organization analysis and development. Emphasis is on the application of research methods and results to management development problems.

665 Case Studies in Personnel Administration Credit three hours. Fall term. Enrollment limited to twenty students. W. Wasmuth, T. DeCotiis.

A seminar devoted to an analysis of personnel management activities and their impact on organizational objectives and administration. Cases, incidents, and field data, derived from a variety of institutional settings, will provide a framework for examining and explaining the various roles played by personnel managers. When it is appropriate, attention will be given to the evolution and formalization of personnel activities within growing small business organizations. Students will have an opportunity for fieldwork and are required to prepare individual cases for class presentation and discussion.

666 Administrative Theory and Practice Credit three hours. Spring term. Prerequisites: for advanced undergraduates, ILR 120-121 or equivalent and permission of the instructor; for graduate students, ILR 720 or permission of the instructor. W. Wolf.

A general survey of the theory and practice of administration. Attention focuses on organizational differentiation and its implication for managerial practices. Taught around cases and field studies. Topics include theories and approaches to administration, organizational diagnosis, managerial practices, and organizational dynamics.

667 Current Issues and Research in Human Resources Development Credit three hours. Fall and spring terms.

A graduate seminar centering on selected issues and relevant research involved in the development of managerial and work-force skills (particular emphasis to be determined with the seminar group). Papers and class discussions might concentrate on such topics as management development, impact of technological change on training programs, development of scientific and professional personnel, or labor union education.

668 Manpower Planning, Selection, and Utilization Credit three hours. Fall term. Consent of the instructor. L. Dyer, T. DeCotiis.

An analysis of the staffing process as applied to employing organizations. Topics examined include: manpower planning; sources of manpower and methods used to develop these sources; methods and techniques used to assess individual differences in skills, abilities, and attitudes; methods used to assess organizational job requirements; problems associated with man-job matching within organizations for maximum utilization of human resources; and the relationship between the staffing process and other organizational processes. Consideration is given to current topics of concern in the field, such as discrimination in employment and the assessment of managerial potential.

669 Administration of Compensation Credit three hours. Spring term. Consent of the instructor. L. Dyer.

The development and administration of wage and salary programs. Major emphasis is given to the role of compensation in attracting, retaining, and motivating employees. Topics investigated include motivation theory; factors influencing compensation levels; job evaluation; forms of compensation, including incentive plans and fringe benefits; special issues of managerial compensation; and problems of compensation control.

760 Manpower and Organization Management Credit three hours. Fall term. L. Dyer.

A basic graduate course covering the major areas of manpower and organizational management as they relate to human behavior in work organizations. Consideration is given to such aspects of personnel work as job attitudes, motivation, task design, leadership, manpower planning, recruitment and selection, training, management development, and compensation. Emphasis is on the application of theory and research to the solution of personnel problems.

761 Occupational Aspects of Manpower Studies Credit three hours. Spring term. F. Miller.

A three-part course that starts by examining the job analysis process and its conventional con-

tributions to various personnel activities. Next it examines professional and organizational careers with special scrutiny of their accessibility and adaptability to poor, undereducated, and otherwise disadvantaged elements in the population. Finally, individual student projects will consist of preparing job descriptions for various career stages of one high-talent occupation beginning with the least demanding and ending with the most demanding. These projects will be evaluated by outside manpower experts in the appropriate professional or organizational specialty.

762 Design and Administration of Training Programs Credit three hours. Spring term. F. Foltman.

The development of education and training programs in government, business, labor, and voluntary organizations. Attention will be given to the role of line and staff and to problems and techniques in policy determination, the identification of training needs, and the design, implementation, and evaluation of programs. Case studies will focus on the philosophy and administration of selected training programs.

799 Directed Studies Credit to be arranged. Fall and spring terms. For individual research conducted under the direction of a member of the faculty.

Instruction of General Interest to Non-ILR Students

150 Survey of Industrial and Labor Relations Credit three hours. Either term. D. MacIntyre.

A survey for students in other divisions of the University. An analysis of the major problems in industrial and labor relations; labor union history, organization, and operation; labor market analysis and employment practices; industrial and labor legislation and social security; personnel management and human relations in industry; collective bargaining and the settlement of industrial disputes; and the rights and responsibilities of employers and employees.

151 Personnel Management for Managers Credit three hours. Fall and spring terms. Open only to non-ILR students. F. Miller.

A review of the personnel function in business and industry with emphasis on the personnel

responsibilities of the line supervisor. Closely linked to evidence developed by behavioral sciences research. Topics for discussion will include organization theory, leadership, organization structure and change, group influences on individuals, employee motivation, and other human problems of management. Specific personnel administration functions and practices, as they are related to these problems, also will be included, e.g., selecting, inducting, training, rating, and compensating employees; and developing techniques for interviewing, adjusting complaints and grievances, and aiding in the solution of employee and supervisory problems. Selected readings, case studies, discussions, and projects.

308-309 Development of American Ideals

Credit three hours each term. Fall and spring terms, respectively. Open to sophomores and upperclass students. M. Konvitz.

A critical analysis of Western, particularly American, political, ethical, and social ideals—their meanings, origins, and development. In the fall semester: interests secured or pressing for recognition, such as freedom of religion, freedom of speech and press, freedom from discrimination, association, and right of privacy. Relevant United States Supreme Court cases are read and discussed. In the spring semester: the religious, philosophical, and historical roots of basic Western ideals, such as individual dignity, justice, democracy, freedom, and equality. There will be readings from the Bible, Plato, Sophocles, the Stoic philosophers, Renaissance thinkers, Locke, Emerson, William James, and others.

650 Manpower and Collective Bargaining Problems in the Construction Industry Credit three hours. Spring term. Open to seniors and graduate students, and non-ILR students with permission of the instructor. D. Cullen, F. Foltman.

The seminar will examine selected manpower and collective bargaining problems in the construction industry, such as supply and demand of construction manpower, the Negro and the building trades, skilled manpower forecasting and planning, skill requirements, education and training, personnel management policies and practices, the wage-price issue, the closed shop, featherbedding, jurisdictional disputes, and problems of bargaining structure. Individual research is required.

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